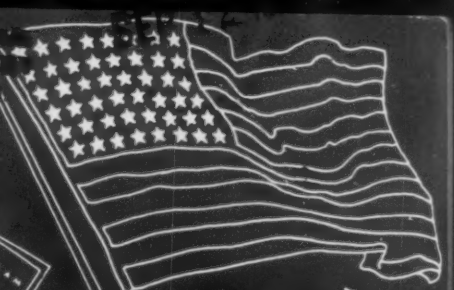


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# School Activities

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SEPTEMBER, 1942

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# As the Editor Sees It

Hello, glad to be with you again. And some of us will be with some of you throughout the coming year. Undoubtedly, some of us and some of you will be away.

Naturally, those of us and you who stay will be called upon to make adjustments which will represent real personal sacrifices. However, let's remember that, in all probability, these will not be as great as the real personal sacrifices demanded of those of us and you who go away.

We are happy to welcome into our official family three good neighbors who have been contributing ideas, articles, and counsel for several years. Prof. W. W. Patty, Director of the Physical Welfare Training Department and Normal College of the American Gymnastic Union of Indiana University, and Prof. Laurence R. Campbell, late of Northwestern University and now Assistant Professor of Journalism of the University of California, are the new members of our Advisory Board. C. C. Harvey, well known for years as the efficient secretary of the National Association of Student Councils, now edits our Something to Do department.

Due to the scarcity of coaches and to the restrictions on rubber, interscholastic athletic schedules this year will undoubtedly be curtailed, especially in the smaller schools. Too bad, in one way, but not so bad in another. Now the folks who have been preaching intramural sports can really concentrate on such a program.

We are sorry to note that programs imitative of "The Quiz Kids" and similar alleged "instructive and entertaining" numbers have become somewhat common in school schedules. No programs which place a premium on scattered bits of unimportant stunts information are worth the time and effort given to them, be they "professional" or amateurishly imitative. They are a waste of time, despite radio and movie promoters' tales of their popularity. An important fact to note is that they are inexpensive to produce, and hence cost exhibitors little. The most important reason why we as educators should squawk

against them at every opportunity is that they so completely misinterpret and misemphasize what schools are trying to do.

"42 Colleges Wanted Him," runs the heading of a story about the "prize catch of the year" in a current picture magazine—written, of course, by a professional sports writer. Barring accidents, the draft, scholastic difficulties, and a dozen other possibilities, this 18-year-old high school football star should make good in college athletics. We hope he does. But he is handicapped at the very beginning by this nation-wide ballyhoo. We hope it won't hurt him. We know it won't hurt the "gate."

You are probably familiar with the Duke of Wellington's oft-quoted statement, "The Battle of Waterloo was won on the playing fields of Eaton," and, undoubtedly you have, in recent months, heard coaches and promoters maintain that athletic competition will win this war. Like to read a timely and interesting story on the other side—that sports have never won a war? Then look up Struthers Burt's, "Playing Fields of Eaton," in the September *Esquire*.

We are still looking for good articles on war activities in the schools. We have read quite a number of such articles, as well as the published suggestions of individuals and committees—and have been disappointed. Nearly all of the "war activities" so presented—safety-first, first-aid, Pan-Americanism, Junior Red Cross, thrift with food, clothing, supplies, etc., and the like represent activities which good schools have been doing for years. If you have a program of real, honest-to-goodness war activities, won't you write it up for our readers? Thanks.

We have always maintained by written and spoken word that teachers are the best folks in any community—and we are certain that their attitudes and activities during the present emergency will not change our belief. Limited materials, extra burdens, over-crowded schedules, and other discouraging handicaps will not stop them. Right?



# What the School Can Do in the War Program

IN A preceding article<sup>1</sup> results of a survey of approximately a hundred educators were cited in order to show that the maintenance of student morale is at present one of the most serious in-school problems. Those same results likewise indicated that in this critical period the activities program has proved to be one of the most effective means of sustaining morale, not only among the student body but in the community as well.

Generalizations like those are significant to the administrator who must plan his program for the future; but being fundamentally pragmatic in his point of view, he is more interested in knowing what action he can take in order to resolve the situation. This second article is written with that idea uppermost since it proposes to point out what the school can do and has been doing to make the activities program meet the needs of the present emergency, both in promoting morale and in strengthening the war effort.

No time would seem more appropriate for an evaluation in the light of current war objectives of an institution's ECA program than the present—the beginning of a new academic year. Now is assuredly the time for each individual school administrator, activities sponsor, and classroom teacher to discover what can be done to make his extra-curricular program best serve the student, institution, and state. One of the most practical ways of doing this is to see what other schools are doing or have already done. Such is the method resorted to in the report at hand, wherein is gathered information concerning specific activities secured in the survey earlier completed as well as through correspondence, reports, and notices received since then.

It is promising to note that educational institutions began to adjust their activity programs to war conditions within a few days after Pearl Harbor. Witness the organization of a Defense Council at the Campus School, Iowa State Teachers College, Cedar Falls, Iowa, on December 9, just two days after the events in the Pacific, as reported in a previous issue of this magazine.<sup>2</sup> Note, too, on the same day the United States declared war on Japan the Student Defense Council at Lafayette College took action to organize the students there for any emergency, their defense plans including even the construction of a bomb shelter.

How important the extra-curricular program may become in the emergency is rather clearly

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illustrated when one begins to investigate the problem. Actually, some schools have organized many, if not most, of their war services as activities.

On the whole, the evidence proves that schools have been alert and anxious to do their part in the war program. Many new activities in line with the national effort have been instituted. Particularly outstanding are school sales of War Stamps and various conservation campaigns. Others looming almost as large include first aid, physical fitness programs, and civilian defense training courses. On the other hand, established activities and clubs are being readjusted to serve better the nation's all-out drive. Report after report has cited ways in which the assembly, music, dramatics, debating, and other school projects have been geared to the one great task of insuring victory. Perhaps no point would be better at which to stop and examine some of the specific ways in which school activities have been enlisted in the cause.

Decidedly important is the fact that student government techniques and procedures are especially valuable now that we are seeking to bring youth to the realization that democracy is the best way of life. Educators are agreed that youth can be brought to this realization most vividly through active participation in the democratic process. Not so long ago Dr. Harry C. McKown in this magazine voiced an idea in itself almost justification for the promotion of student government units. "Democracy cannot be thrown on like a coat. It must be grown into," he wrote. That "growing into" can best be nurtured through the student council, so often referred to as the "workshop of democracy." Heartening, therefore, is it to have reports of increased emphasis on student participation in school government come from California, Illinois, Indiana, Iowa, North Carolina, Pennsylvania, Tennessee, Texas, and Wisconsin.

## COUNCILS FOR DEFENSE

Naturally, if student governing bodies are to be of any consequence, they must have a worthwhile program to promote; the crisis certainly has provided that. Many institutions are carry-

<sup>1</sup>"School Activities for School Morale," *School Activities* (May, 1942), Vol. XIII, No. 9, pp. 331-336.

<sup>2</sup>Guy Wagner, "The Campus School Program to Help Win the War," *School Activities* (April, 1942), Vol. XIII, No. 8, pp. 302-306, 324.

<sup>3</sup>Harry C. McKown, "Questions from the Floor," *School Activities* (February, 1941), Vol. XII, No. 9, p. 248.

ing on their defense activities through the council organization. Numerous statements have been received indicating the way in which the student council is cooperating in the sale of War Stamps, conservation and salvage campaigns, and civilian defense activities in general. Among the schools reporting such cooperative endeavors are the D.S. Keith Junior High School, Altoona, Pennsylvania; Hannibal, Missouri, High School; Reading, Pennsylvania, High School, and Susquehanna University. These few are mentioned merely to indicate the different levels in which the council organization seemingly is effective.

Closely tied to the student government organization are the numerous Defense Councils formed in schools from the East to the West Coast. The general purpose of these councils is to co-ordinate all defense efforts within the institution as well as between the institution and community. Here is a most effective way by which the school can be aligned with community defense measures. Such councils have been set up primarily in colleges, junior colleges, and high schools.

"Probably the most important activity now in progress at Pasadena Junior College for the development of morale is that of the Defense Council," says John W. Harbeson, principal of the institution. The Defense Council at this California junior college consists of approximately fifteen members drawn from the administration, teaching faculty, and student body. This group is charged with the responsibility of planning and putting into effect activities designed to promote morale and make specific contributions to the defense measures of the community.

A similar council has been developed at the Community High School, Marengo, Illinois. Its organization is somewhat different, consisting as it does of four teachers and the presidents of the four high school classes, but its purpose is essentially the same. In order to avoid duplication and repetition, the council has appointed subcommittees to deal with the problems of morale and patriotism, air-raid precaution, education, and sale of defense stamps.

Other organization plans have been described in detail in articles previously appearing in *School Activities*, particularly those of Gatesville, Texas, High School<sup>4</sup> and Wausau, Wisconsin, Junior High School<sup>5</sup>. Defense councils much like one or another of those previously mentioned have likewise been put into operation at New Trier Township High School, Winnetka, Illinois, The Shippensburg, Pennsylvania, State Teachers College, and the DuBois Undergraduate Center of The Pennsylvania State College.

#### SALE OF WAR STAMPS

School participation in the War Savings drive has unquestionably been widespread with untold

numbers of schools at present actively promoting the sale of War Stamps. This sale is serving as a substitute in many places for the school thrift program, which at best had slipped considerably in the past few years. Let us briefly consider the methods employed in promoting the sale.

A weekly sales period is set aside in many schools at which time students may purchase War Savings stamps within the building. Tuesday appears to be the most frequently selected sales day for some unknown reason. Weekly sales periods are depended upon by Wyandotte High School, Kansas City, Kansas, Community High School, St. Charles, Illinois, the public schools of State College, Pennsylvania, and elsewhere. Objection to the weekly sale of stamps was rather forcefully voiced in the last issue of this journal by a student council adviser whose organization maintains a bank open for sales every day from Monday through Friday<sup>6</sup>. Probably before deciding on an established policy it would be advisable for the faculty sponsor to evaluate the possibilities in the light of his own situation.

Other schools depend not so much on the "Stamp Day" as they do on the homeroom organization. One of the most successful of these sales programs is operated at Central High School, Jackson, Mississippi, where the home room chairman makes a weekly check on the amount of money invested during that period by pupils and teachers. Each home room in the school has an organization, the members of which have volunteered to canvass their home blocks in order to seek to sell every person in the block one or more stamps each week. At time of the report there were approximately 200 student-salesmen canvassing their neighborhood areas.

The purchase of War Stamps is carried out on a home room basis in the public schools at Palmerton and Chambersburg, Pennsylvania; in D.A. Harman Junior High School, Hazleton, Pennsylvania, and Batavia, Illinois, High School. These different schools are named to indicate that wherever the home room is a functioning unit it may provide a good sales group for the promotion of the War Savings drive.

Various other ways of furthering sales have been encouraged by progressive faculty leaders. At Wabasso, Minnesota, a special defense stamp booth was constructed to exploit the sale of stamps; a similar device has been equally effective at Central High School, Whiting, Indiana. The sale at Wausau, Wisconsin, has been promoted through the school defense council, and at Dayton, Ohio, students have responded enthusiastically to a different type of sales plan permitting them to invest from one cent up in their nation's future.

At the Pennsylvania State College this past spring and winter, the defense stamp sale was stimulated when stamps were used to replace corsages for young ladies at the all-college proms. At Senior Ball, for example, favors were defense

<sup>4</sup>Lou Hatter, "Gatesville High School Student Defense Council," *School Activities* (February, 1942), Vol. XIII, No. 6, pp. 232, 247.

<sup>5</sup>Agnes L. Schmidt, "A School Defense Council," *School Activities* (March, 1942), Vol. XIII, No. 7, p. 266.

<sup>6</sup>Frank Meyer, "Defense Stamps Every School Day" *School Activities* (May, 1942), Vol. XIII, No. 9, p. 338.

stamp books containing a specified amount in stamps. A similar announcement comes from the Yakima Valley Junior College, Yakima, Washington, where defense stamps have also replaced the traditional corsages at college dances.

With what success have these various sales plans been working? Extremely well, present accounts indicate. At many institutions outstanding sales records have been established. Sayre, Pennsylvania, High School, where the first survey of sales was made about two months after Pearl Harbor, reported in that short period sale among the pupils of \$5,174.90 in stamps and bonds. Such a record becomes even more impressive when one realizes it is made by a school of less than 600 pupils.

D.A. Harman Junior High School, Hazleton, Pennsylvania, comes forth with a report of sales totalling approximately \$1,500 in one month's time; Whiting, Indiana, Senior High School states it is selling as much as \$50 worth of defense stamps daily to some 670 students; and Bulkeley High School, Hartford, Connecticut, estimates the amount invested at their school per student averages about twenty-five cents a week. One of the sizeable contributions is reported from the Bergen County Junior College, Teaneck, New Jersey, where an "Arm America Festival" added more than \$15,000 in defense stamps sales to the national treasury. Numerous are the many others reporting participation in this drive, among them the Allentown, Chambersburg, and Derry Township, Pennsylvania, public schools; Community High School, West Chicago, Illinois, Senior High School, Clairton, Pennsylvania, Graveraet High School, Marquette, Michigan, Tyrone, Pennsylvania, High School, and University of Baltimore Junior College.

#### SALVAGE PROGRAMS UNDERTAKEN

Conservation, economy, and salvage programs of a varied nature are being sponsored by elementary schools, junior high schools, senior high schools, junior colleges, colleges, and universities alike. Such campaigns seem to be especially effective in the elementary and junior high school and readily serve to enlist the cooperation of students at those levels. No principal in the lower grades should overlook the opportunity to teach citizenship and worth-while habits to his students through this activity.

Several unusually interesting accounts of these campaigns have been among those submitted. At Riverside, California, Junior College, for example, a "bicycle movement" has been started to repopularize that vehicle of conveyance and save the family automobile. More than 700 students at Morton Junior College, Cicero, Illinois, have joined in an economy mass movement signing pledge cards promising to curtail expenses. One high school in Michigan has adopted the ingenious plan of having students collect salvage material as a "fine" for being tardy or forgetting a locker key and as the "admission price" to their matinee dances.

Certain schools have put on drives to collect material. In a single concerted effort students

at the Wausau, Wisconsin, Junior High School succeeded in collecting 4,800 pounds of rags. Up to an early date last spring 14,335 pounds of scrap iron has been reported as collected by the Township High School, Antioch, Illinois. Collegians at the Schuylkill Undergraduate Center of The Pennsylvania State College had set 25 pounds of foil as one of their goals in the salvage program.

Razor blades, paste tubes, cigarette wrappings, sheet metal, scrap iron, old flash bulbs, butter cartons, newspapers, magazines, examination papers, worn-out batteries, cocoanut shells, jar covers, tires and rubber products of all sorts are on the lengthy list of items being collected by one group or another. Interested in one or many of these products are the public schools at Amory, Mississippi, and Allentown, Pennsylvania; high schools at Kane, Clairton, and Butler, Pennsylvania; Campus School of Iowa State Teachers College, and the DuBois Undergraduate Center.

Various methods have been resorted to in carrying on these campaigns. In Sayre, Pennsylvania, High School the drive was backed by the student council as one phase of a broad clean-up and conservation campaign. Teachers in Wabasso, Minnesota, public schools found displays and exhibits as useful in the promotion of this project as in the sale of defense stamps. At other institutions the program has been made one of the duties of the defense council, undertaken through the home room organization, or handled by a special committee.

#### CIVILIAN DEFENSE IMPORTANT

Red Cross and first aid classes apparently are the civilian defense activities in which most schools are participating. Naturally many of these schools were engaged in similar work even before war was declared.

At Christian College, a junior college for young women at Columbia, Missouri, when the war crisis came, all of the ordinary group and extra-curricular activities usually held during an hour's period after luncheon were set aside and instituted in their place was a new war service program, including Red Cross courses in first aid, home nursing, nutrition, etc., and special non-credit courses in secretarial skills, library training, and other subjects aimed to equip young women to take a place on the home front. Each student was required to take first aid plus one of the other courses, each of which met two hours a week.

An unusual record has been made at the Altoona Undergraduate Center of The Pennsylvania State College, where every member of the student body and faculty enrolled and completed the Red Cross primary course. Many of these students and faculty then went on to courses in advanced first aid and home nursing. Another impressive record has been made at Wausau, Wisconsin, Junior High School, where a 100% membership in the Red Cross has been secured.

The Junior Red Cross has been reorganized in many places, including the public schools at



Batavia, Illinois, Hannibal, Missouri, Chambersburg, Clearfield, and Kane, Pennsylvania. First aid programs have been organized at high schools at Mt. Lebanon, Bangor, and Derry Township, Pennsylvania, at Packer Collegiate Institute, Brooklyn, New York, Shippensburg, Pennsylvania, State Teachers College, and Hershey, Pennsylvania, Junior College. Brockway-Snyder, Pennsylvania, public schools have even instituted first aid classes for adults in that community, and at Reading, Pennsylvania, High School interest ran so high that five extra-curricular first aid classes were instituted. Faculty members of The Pennsylvania State College's center at Pottsville considered the instruction vital enough to surrender a regular weekly class period in their physical education program for the work.

According to notices from Hazleton and Tyronne, Pennsylvania, the Red Cross war relief drive in both those cities was greatly aided by the part students took in soliciting funds from townspeople. Wyandotte High School, Kansas City, Kansas, supports the promotion of all Red Cross war relief drives; Community High School, St. Charles, Illinois, conducts Red Cross home nursing classes for all junior and senior girls as well as evening school classes for adults; Academy High School, Erie, Pennsylvania, sponsors a nursing club and Red Cross knitting groups; Keith Junior High School, Altoona, Pennsylvania, is stressing first aid, and Bucknell Junior College at Wilkes-Barre, Pennsylvania, has placed Red Cross work and other activities associated with defense as the second objective on its war program.

Other organized civilian defense activities are being undertaken daily by more and more student groups. Pupils and faculty are prepared to offer all kinds of defense services, such as devising air-raid shelters, serving as air-raid wardens and airplane spotters, working as auxiliary firemen, messengers, rescue squads, and so forth.

Lafayette College may serve as an example of the way in which college defense organizations have been set up. At that institution air-raid wardens have been appointed, a campus fire department organized, an air-raid siren erected, and the construction of several bomb shelters has even been completed. During the first week after the nation's declaration of war, several hundred students were engaged in constructing the first bomb shelter which accommodates more than 200 persons at one time.

"It is not fantastic to think that we may be bombed here at any time and Lafayette is taking every protective measure at once," President William Mather Lewis said in approving the bomb shelter<sup>7</sup>. He did not need to point out that the college is located in an industrial area with many war industries in the immediate vicinity.

Numerous are the varied civilian activities reported by school administrators; in some in-

stances, entire school units have been organized to carry out defense measures. At Los Angeles City Junior College every one has his duty with either the auxiliary police force, fire force, medical and first aid service, rescue squad, messenger and communications units, food and housing divisions, or morale and public relations departments. Similarly the organization at Menlo Junior College, Menlo Park, California, has been divided into separate units with faculty members as commissioners of the departments which include air-raid, police, fire, medical, public works, and utilities.

Assistant air-raid wardens, fire wardens, and the like have been recruited from any number of student bodies. Boys of Las Vegas, Nevada, High School, to mention one instance, serve as assistant air-raid marshals and black-out wardens in the blocks in which they reside. Student air-raid wardens and fire wardens have been selected at Meyers Junior-Senior High School, Wilkes-Barre, Pennsylvania; pupils are serving as their own wardens for air-raid drills at Keith Junior High School, Altoona, Pennsylvania, and pupil assistants have been named for air-raid duties and other defense activities in the Chambersburg, Pennsylvania, public schools. Air-raid wardens and fire warden assistants have been chosen from the young men and women students at the Shippensburg, Pennsylvania, State Teachers College, and other similar arrangements have been made at West Chester, Pennsylvania, State Teachers College and Lebanon Valley College.

From Schuylkill Undergraduate Center of The Pennsylvania State College came notice that four shifts of students had been recruited for work on the local airplane spotter tower service conducted by the county's defense council. Reports of various other volunteer defense groups and aides came from schools at Pottsville, Pennsylvania, Kansas City, Kansas, West Chicago, Illinois, and Mt. Lebanon, Pennsylvania. These activities seemingly covered the entire range of duties enumerated by the Office of Civilian Defense.

#### SERVICE CLUBS ORGANIZED

Related service programs of varied types have been organized to promote morale and aid the country's war effort. Not the least of these is the contribution being made by a few institutions in sustaining soldier morale.

Organization of a service club with this as its goal is announced by the Mechanicsburg, Pennsylvania, public schools. The group has been established primarily to serve former students of the school now in service. Members of the club correspond with service men, giving them news of their alma mater, sending them school publications, greeting cards, and other bits of news and information. In addition, they also stand ready to secure for their correspondents necessary official documents, such as age and school records required for promotion, birth certificates, etc.

<sup>7</sup>Reported in the *Intercollegiate Press Bulletin*, January 5, 1942, p. 78.

The Campus School of Iowa State Teachers College has already published in this magazine an account of its program of service to men and women in uniform". Attention is drawn to it again merely to indicate that the Mechanicsburg club is not a single isolated instance of this type of organization. Certainly the morale value of such activity both to the students themselves and to our service men in foreign lands, on distant seas, and in faraway skies is tremendous. It represents a positive contribution which our young people can make to soldier morale.

Volunteer services to many of the civilian governmental agencies have likewise been undertaken by a number of schools. Work of the Tyrone, Pennsylvania, High School students is exemplary in this respect. They have voluntarily furnished their services as typists, clerks, stenographers, etc., to such federal agencies as the Draft Board and Rationing Board. Since paid help was not available, their voluntary aid was of considerable importance.

Programs of information for the community have been inaugurated and are being carried on through the radio broadcasting activities of many schools. One or two examples will help in indicating the possibilities of service in this channel. The Los Angeles City Junior College has been broadcasting a regular series of programs dealing with such topics as "Civilian Campus Defense," "Backyard Vegetables," "American Way of Life," and "Story of Parachutes." A somewhat different series is being produced by the faculty and students of the Hazleton Undergraduate Center of The Pennsylvania State College. Listed as "Hazleton's College of the Air," these weekly round-table discussions seek to inform the public concerning the war effort, its attendant problems, and the issues facing us as a people in the post-war period.

Other services not falling into any of the previously mentioned categories have been undertaken by an institution in one section of the country or another. Students in the urban areas are whole-heartedly planting victory gardens under organized school sponsorship. At Packer Collegiate Institute a war relief committee has been organized and for a time was engaged in conducting a drive for funds to buy wool so that more of the college girls might knit for men in the Navy. At Reading, Pennsylvania, Senior High School there is an organized health council whose primary task at present is the sponsoring of a series of nutrition projects. Those are only samples of the many related service activities being promoted, but they tend to point out the many individual opportunities not mentioned in this article.

#### ADAPTING NORMAL PROGRAMS

Even normal activity programs, with slight adaptation, can become vital factors in student and community morale-building. Without doubt the assembly can be considered as an interesting and at the same time commonplace example of this fact.

\*Guy Wagner, op. cit.

The principal of Butler, Pennsylvania, High School writes to say that in his school assembly programs are being presented largely by students for the purpose of motivating concern about their responsibilities as citizens. That particular institution quite obviously is trimming its assembly to the needs of the moment—a rededication to the democratic ideal, a rational understanding of the present ideological conflict, and an inspirational call for victory. The best of these assemblies are broadcast over the local radio station, as well they should be, for their morale effect on the community.

The morale effect of music, too, has been rediscovered, for once again the community sing is becoming an integral part of the assembly. Each assembly at Christian College opens with a twenty minute song period; the community sing has been scheduled on the assembly program at Long Beach, California, Junior College, as well as at high schools in Tyrone and Hershey, Pennsylvania. The music educator's slogan "Unity Through Music" is especially apropos for these troubled times, as assembly program committees will most willingly admit.

Patriotic moving pictures have also been scheduled on assembly calendars. Clairton, Pennsylvania, High School is one of the few to report on the success of such assembly features, and to point out that numerous films of this nature are available. Los Angeles City Junior College has used films of an informative type in its assemblies, such as "Fighting the Fire Bomb," and has found them effective defense measures.

Assembly speakers with either an inspirational or instructive messages are being called upon in many schools. Students at the University of Baltimore Junior College have heard a series of addresses by especially qualified speakers on the ideologies of the United and Axis nations, pre-war trends, and America's contribution and stake in the present conflict. Los Angeles Junior College has also had a number of outstanding guest speakers among them the Honorable Ruth Bryan Owen, who spoke on "New Horizons for America." At Christian College every other weekly assembly is devoted to a review of world events covering the past two weeks, and at St. Charles, Illinois, High School the background of the war has become the important assembly topic. Patriotic messages of a like character have been regularly sponsored at Mahanoy City, Pennsylvania, High School and Palmerton, Pennsylvania, public schools.

Many assembly chairmen are finding forum and round-table discussions effective substitutes for the guest speaker. Among the colleges making such reports are University of North Carolina, Susquehanna University, West Chester, Pennsylvania, State Teachers College, and the George Peabody College for Teachers. Corresponding summaries come from various junior colleges, including Stephens, Pasadena, Long Beach, and Hershey. High schools at Bedford, Tyrone, and Reading, Pennsylvania, have successfully tried the plan, and the scheme has been attempted in elementary schools at Palmerton,

Brockway-Snyder Township, and Bangor, Pennsylvania, with like success.

An interesting variation of this type program has been developed at Beaver College, where quiz periods dealing with the war are conducted in assembly. Under student leadership, the aims and background of the present situation are presented to the group and discussed by the entire student body. This is said to be a real audience-participation program.

So far we have considered only adaptation of the assembly program to the needs of the moment; consideration of debating and speech activities, dramatics, and club programs still remains. Of course, their plans can and ought to be modified to best aid the war effort. Let's see what has already been accomplished at various institutions in adapting these activities to the emergency.

First is a report from Hershey Junior College indicating how their debating team has become a speakers' team. Members of the group have worked to become expert on certain issues of the conflict and now go out to speak before civic groups, churches, fire companies, and other organizations. Among the topics which speakers are prepared to discuss are "Sabotage," "War Aims," and "The Peace We Should Win."

Central Junior-Senior High School, South Bend, Indiana, is another school which has recently set up a speakers' bureau. Their squad of about forty pupils is available for appearances before various clubs throughout the city. This organization shortly after its formation was called upon to participate quite actively in the community's campaign to sell War Savings stamps and bonds.

Groups of students known as "Flying Squadrons" have been organized at Stephens College to go to rural schools and churches where they put on discussion programs aimed at clarifying present day problems. A Bureau of Lecture and Discussion composed of students and faculty members has in like manner been formed at Trinidad State Junior College, Colorado. Members of this coterie are available for engagements in that area and since the first of the year have been kept busy.

Dramatics organizations, too, can be enlisted for the duration. In many cases these clubs are carrying out their normal schedules, but the productions they are presenting have more of a patriotic flavor. Their plays are more carefully selected to emphasize the democratic ideal; they are planning and presenting pageants and reviews for public rallies; they are even taking their shows on the road, in a sense, and entertaining at camps, induction centers, and other encampments.

Christian College students regularly take their dramatic productions to nearby Fort Leonard Wood. Likewise the Playmakers of Bangor High School are presenting plays that are student written, produced, and acted at public gatherings throughout that area of eastern Pennsylvania. Most interesting of all perhaps are the mobile units sent out on the road by the Thespians,

musical comedy organization of The Pennsylvania State College. Through student effort, funds were raised to send two of these units out from the campus, and they have on numerous occasions entertained soldiers stationed at both Carlisle, Pennsylvania, and New Cumberland, Maryland, nearest camps to the college.

Club activities particularly have been found to be more effective these days if they are attuned to the war program. High schools at Reading and Palmerton, Pennsylvania, state that their model clubs have taken as projects the building of model airplanes for use of the Army and Navy. This is an example of a direct contribution to the war effort.

International relations groups, current events clubs, and other discussion circles can stress present day problems and center their discussions around the issues of the war and related topics. Home economics clubs can play a worthwhile part in emphasizing nutrition, economy in meal planning, budgeting, etc. School Boy Scout troops right along have been playing an important part in salvage campaigns undertaken at their institutions. Even book and library groups can lend a hand in the emergency. They can aid in collecting books for men in service and in preparing bibliographies, reading lists, and collections of morale literature such as desired by the OCD.

#### VARIOUS TRAINING PROGRAMS

Physical fitness is one aspect of training assuredly not to be neglected. Colleges and universities realize this and are emphasizing pre-induction training programs for their male students. Lehigh University, for example, stresses its pre-service training program to assist young men who are to be mustered into the army. Both physical conditioning and military procedures are considered essential phases of pre-induction training.

Intramural athletic programs are being re-emphasized at many institutions so that all students will be properly conditioned for the strenuous days that lie ahead. College of Chestnut Hill, Philadelphia, Pennsylvania, is undertaking a reorganization of its athletic program to encourage all students to participate in some sport or physical activity. Ursinus College has likewise undertaken a compulsory athletic program. Several high schools are instituting physical fitness classes for all boys and organizing evening classes in physical fitness for men out of school.

Institutions of all types are augmenting their athletic programs in the emergency. This has been indicated by reports from various colleges and junior colleges, such as Gettysburg College, University of Missouri, University of Wyoming, and Williamsport-Dickinson Junior College. Varied changes in their physical education activities have also been cited by Academy High School Erie; Keith Junior High School, Altoona; other high schools at Pottsville, Reading, and Mt. Lebanon, all in Pennsylvania. Some entire school systems in the state have been busy re-evaluat-



ing their health and physical education programs with subsequent revisions announced for the Mechanicsburg, West Pittston, and Brockway-Snyder public schools.

Special training programs have been set up in a few institutions to fit students for civilian and military tasks. One of the most comprehensive is the Student Training for Civilian Defense program set up at The Pennsylvania State College. Although not to be discussed in detail, probably a few salient facts about the Penn State S.T.C.D. program would be illuminating.

Some 46 courses in all were offered, including those primarily military in nature, those related to civilian defense activities and aimed at promoting civilian morale, as well as those dealing with specific problems to be faced on the home front. Several interesting and unusual courses were among those offered, such as the Solution of Coded Messages, Stereoscopic Vision, and Public Opinion and Propaganda. Approximately 1,600 students enrolled in the program and more than 800 faculty and staff members volunteered to assist in the work. The courses were strictly non-credit in character and intended to supplement, not interfere with, the regular academic and extra-curricular program of the college.

Another program, although not quite so extensive in scope, has been set up at West Chester, Pennsylvania, State Teachers College. Courses offered there were intended to give young men some training in preparation for military service as well as to train young women for auxiliary service.

More than 2,000 students at the University of North Carolina Woman's College have instituted a unique scheme of war work at their alma mater. They have announced operation of a College Service League, whereby each student will give a minimum of one hour a week of her time in one of two major fields, either in active service or through participation in information forums on topics pertinent to the emergency.

Simultaneously on Wednesday evenings, the young women make their contributions to what have been termed "line and staff" activities. The service, or "line," activities included knitting, first aid and other Red Cross courses, physical education, and certain extra-curricular courses in physics, such as radio coding and mechanics. "Staff" activities carried on through information forums, which experts from the faculty led, covered economics, history, home economics, the consumer in war-time, political science, sociology, and the portrayal of American objectives through literature. Successful and significant, have been the comments made on this endeavor.

Such projects can doubtlessly be set up on the secondary level, although as yet none have been reported. Obviously they will need careful leadership if introduced in the lower levels of the school organization.

#### SOCIAL EVENTS TO THE FRONT

Indirectly we have already evidenced the way social activities can be mustered to the cause. Previously reference was made to the Bergen

County Junior College's "Arm America Festival" and to the way in which war stamp corsages have replaced the usual ones at the student "formals." There are still several other interesting instances of the morale value of the dance, sociable, or other event.

A joint college and community venture was the Defense Fair held early last spring at the Penn State Center at DuBois. The Fair featured games, food, and dancing, actively engaged the services of approximately 40 students, and attracted several hundred students, faculty, and townspeople. Funds earned through the affair were used for the defense needs of local community service organizations; for example, funds were supplied to the Red Cross for the furnishing of comfort kits to local selectees and volunteers as they left for induction centers.

Christian College, as one of its morale services, has arranged to send its women students regularly to dances at Fort Leonard Wood post. In corresponding fashion, Lasell Junior College, Auburndale, Massachusetts, sends a group of around 30 girls each month to visit camps, play cards with the men, dance, and participate in their social events. Although few institutions have cited such activity, it is undoubtedly being carried on by many universities, colleges, and junior colleges throughout the country.

Summing up all the facts, it is evident the activities program has been geared to the war effort and organized to meet the emergency. Of course, changes must still be anticipated in this as in all other phases of school life. Educational agencies today need to adjust themselves to accelerated schedules, curriculum revisions, new courses, shifting emphasis in established courses, a wide use of school facilities for community service, training, and other projects—all to meet the war needs. To this situation the activities program has already clearly indicated an ability to adapt itself; to further changes it must exhibit an equal adaptability.

The present article suggests adjustments that can be made in any school's ECA program and points out what the school can do to make that program implement our united drive for victory over the enemies of liberty and freedom. It is by no means comprehensive and complete; numerous other articles contain much additional information bearing on the problem.

Extremely significant is the realization that activity leaders have not lost sight of war needs. This portends well for the vitality of the extra-curricular side of school life. Believably enough, too, it portends well for the total cumulative effect of education upon tomorrow's citizens being trained in today's schools.

\*Other articles dealing in part at least with activities in the war emergency include W. C. Reavis, "What the Secondary Schools Are Doing to Help Win the War," *School Review* (April, 1942), Vol. L, No. 4, pp. 241-255; Marion E. Anello, "Special Activities," *Junior College Journal* (April, 1942), Vol. XII, No. 8, pp. 471-476; "Perhaps These Ideas on Defense Will Work in Your School," *Nation's Schools* (March, 1942), Vol. 29, No. 3, pp. 16-17; R. A. Scheer, "Emergency Defense Activities in High School," *Illinois Education* (March, 1942), Vol. 30, pp. 194-196.

# A Personal View of Secret Societies

**T**HERE are many important questions in education in which I realize that I do not have the needed knowledge or experience on which to take a definite stand. However, on the question of secret societies in the high school I feel that I am amply qualified to state my opinions and furthermore to "back them up."

Before proceeding, I think it only fair that I admit that had some one approached me on the question five or six years ago, my stand on such matters would have been decidedly different. Again I have realized how much one grows and develops through age and experience. Would that we all could realize this and take the advice of those qualified to give it!

Secret societies as defined by the Illinois legislature in 1919, are "any organization, composed wholly, or in part, of public school students, which seeks to perpetuate itself by taking additional members from the students enrolled in such school on the basis of the decision of the membership, rather than upon the free choice of any student who is qualified by the school to fill the specific aims of the organization." Without thought one can immediately see that one of the first principles of secondary education is violated—that of preparing boys and girls to become good citizens. With this in mind, let's consider secret societies from the standpoint of their immediate relation to the school and later their relation to the individual.

Democracy—what a wonderful word and one that we all value so much today! And yet the people on whom our future democracy depends are abusing its great privileges.

The first rule that the secret society violates is that of taking only certain students into their group. Yet worse than that is the wrong of frequently placing the basis of membership on some personal trait. For example in my high school sorority I recall many instances in which a girl was blackballed because of some dress she may have worn, the way she wore her hair or because she was too tall or too short.

With such practices a fine group of girls can develop into a petty, jealous, shallow group. Being rather personal but only because of my desire to see some steps taken against this development, I would like to recall some of my experiences. I, too, was once faced with the realization that I had become as flippant and as self-centered as those that I have described. It was quite a jolt to find upon coming in contact with a fine sensible group of girls that I was not as important as I had imagined myself. Thus, with just the phrases "selection for membership on the basis of the decision of the members," harmful and detrimental practices have arisen. Democracy in the school likewise is hindered by these individual groups each thinking that they

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are the best, and each therefore assuming a snobbish air toward the other. What a fine atmosphere in which to teach the great values of democratic life that we all must have!

Generally speaking, there are central ideas that are advanced and attempted to be carried out in the schools today. They are scholarship, student activities, school spirit, and loyalty to the school. All of these are so affected by the secret societies that I deem it important to consider each separately.

Scholarship is without any doubt one of the most important functions of the educational system. We can without any difficulty see that a sorority or fraternity member cannot do well in school when he has developed a much more important interest. Meetings are frequently held on school nights, as are social functions. Naturally one is not in fit condition following these affairs nor is he prepared. In order to ease their conscience you will hear the members making fun of the non-society people who have good scholarship. Their rationalization is that the good student has no fun and only studies because of no other interest. The seriousness of this statement is frequently not realized. The students who have been made to feel that they are "out" have developed a sensitive nature with a "don't care" attitude. Many a life of a boy or girl has been wrecked by developing complexes. So much stress has been laid on these organizations that students feel that their high school life is ruined if they don't belong to one of them. Thus, the claws of these organizations have reached out and wounded the so-called untainted students.

Next let's consider the matter of student activities. The members feel that they are under obligation to the fraternity and so accordingly spend their time, energy, and thought on it rather than on what should be their main concern—school work and activities. It is oftentimes the students who possess the qualities of leadership and who have a genuine interest in activities that are fraternity members. However, because of their stupid and naive loyalty they neglect the fine activities offered to them. Likewise the students cannot have much school spirit, for the school is of secondary importance to them. As for loyalty, every ounce of their love and fealty goes into their all-powerful (so they believe) organization. Their idea is to do or die for dear old I Eta. Pi and pathetically enough their good qualities do die.

There is such a vast number of secret society hindrances to the growth of the school curriculum, as well as to that of the individual, that it would be almost impossible to list them here. Therefore I will attempt to name only a few which I consider highest in importance. If these were corrected and a better spirit placed in the student, both of which would entail the complete abolishment of secret societies, the minor faults would vanish.

One of the most glaring faults can be seen at the time of school elections. There may be several candidates who possess the desirable qualities necessary for the office, and yet they are not elected. Why? Simply because of the petty politics that has crept into the school. Members of a fraternity naturally support their candidate regardless of his qualifications. If they have no member running, they do not vote. Where they do not have much competition, naturally the student council, presidents of organizations, or other officials elected by popular vote often fail in their jobs simply because of their incapacities. The students offer cries of protests when these jobs are not fulfilled well, and blame the faculty and administrators when in reality the fault lies at their own front door! Equally as harmful to these fine school organizations is the fact that students often do not cooperate with the heads of school organizations if they are not from their group. Thus we have in the school several groups working against one another, each striving to achieve importance.

No doubt school administrators could make some provisions for these faults, but for the fact that they are unable to correct the bad traits and habits that the students acquire in these organizations. In the above discussions I have correlated a few of the individual habits formed, but there are countless others. The student's entire outlook on fair play, honesty, cooperation, sincerity, and in general on high ideals are warped. To them social life is of extreme importance. As this is without a doubt the only purpose that can be given for the formation of these societies and the only tangible result, it would seem that they would at least employ honors in the most wholesome way. If they did, they would at least grow in one respect, but unfortunately, not even this is accomplished. As all young people do, these boys and girls have a strong desire to imitate their older friends—generally speaking, the college crowd.

Because of their intense desire and their smattering of the college social affairs, they have carried this point to the extreme. To them a dance is the greatest type of recreation—not a simple dance but an elaborate affair that lasts far into the night.

Not only are these functions detrimental to the health of a growing child, but they form habits of extravagance. Each sorority or fraternity tries to outdo the others. Everyone must have a new formal, and there must be a big orchestra as well as ornate decorations. I can-

not emphasize the expensiveness of these affairs better than by telling you of some of the costs of my high school sorority dances. An orchestra was generally hired at the price of \$250.00, decorations cost \$100.00 and the use of the Club, or other suitable place, \$50.00. Then there was the expense of having about 750 bids printed. These affairs are only comparable to the large debutante balls. Not only is the expense a grave matter, but of graver consideration is the attitude that these affairs develop. The teen-age crowd has become sophisticated to such an extent that the school affairs, and even those of the college, are entirely too simple for them. In keeping with these sophisticated parties, the group often develops habits that are frowned upon even by the college crowd—to me, a pathetic situation.

The young people are trying to do what to them seems the proper and most enjoyable thing. Many times a sensible boy or girl is led by her affiliates because she wishes to be "one of the crowd." When we are young and only beginning our social life we are not expected to know what is best and consequently we need advice and supervision. The high school has endeavored to aid the students and to offer them suitable supervised recreation, but has been completely unable to cope with the fraternity idea of social life and suitable recreation. Bad habits formed young are retained late. These habits do not typify the type of boy and girl who represents the desirable type of American youth of today and the desirable type of citizen of tomorrow.

There have been many arguments offered for secret societies, but there are no benefits suggested which are not offered in a more desirable way by the school or which could not be developed in the school. One of the main arguments is that the secret society provides the students with a harmless outlet for the natural urge of gregariousness. There is no justification whatsoever in this statement, as clubs and athletics have been provided for the gratification of such instincts. These clubs could in only the point of friendship be compared with the fraternities and sororities as in every other way they are superior. These clubs have a definite value and purpose and are supervised by highly efficient people. As for the idea that they teach proper social usage there is no need in even trying to tear down this argument. One has only to attend some of the fraternity parties to realize its lack of basis. There is no doubt that the organizations do develop many fine friendships. However, friendship and far more lasting ones can be developed in the school. Of all the arguments that are given in favor of high school sororities and fraternities the most stupid is that of since the college fraternities are valuable, so are those of the high school. The persons who have presented these arguments were doubtless not fraternity men or sorority women. For whereas the college fraternities are interested in developing each individual and fitting him for life, in practice the high school fraternity is con-



cerned with developing the organization at the expense of the group and of making social but-terflies of its members!

All of the points that I have discussed have truthfully given me much concern. Although many important people have tried to destroy these organizations and failed, I feel that there must be a way, and it is imperative that we find it. It seems to me that the wrong way in which to approach the students is through discipline or by denying fraternity members the privilege of holding offices. Such measures will not destroy the organizations but only tend to antagonize the students and to intensify their loyalty. The students must first be made to realize their mistakes.

Sometimes clubs can offer such attractive ideas that the students lose their interest in fraternities. However, a better idea is for the administrative body to hold a meeting of the leaders of the school and appeal to them. If this is done in a friendly manner, I believe that there will be favorable results. Now is exactly the time to do it! The nation is in a critical period and needs the help of young people. If they are made to realize that they have a distinct duty to perform and that many responsibilities rest on their shoulders, their organizations will lose standing. Another aid in abolishing these organizations should come from the parents of the boys and girls. Meetings may be held at which time their help may be asked for by the faculty. At such a time a program should be outlined which will show them how the needs of the students in gaining friends, and forming social habits are provided for. Likewise help can be received from the college fraternities. Many high school students respect the college students and would take their advice more readily than that of faculty or parents.

In this discussion I have attempted not to give a philosophical view of secret societies but rather a personal viewpoint of one who has been a member of a high school sorority and a similar college group. I have participated in the benefits of sororities as well as seen their problems arise.

## Athletics After Physical Training

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IN THIS period of national stress and strain much is being said and, as usual, but very little done to utilize to the fullest the athletic program. Athletics have been and will continue to be accepted as healthful and recreational, with entertainment as well as publicity value. The winning of victories has been the prime objective of the athletic program.

The inclusion of physical education in the program of education sought to remedy the situation. Some little progress has been made. On the whole, however, athletics have taken over physical education, with the result that in a substantial majority of cases athletics and physical education are synonymous.

Athletics are worth-while. A sound physical education program is essential. The objectives of both must be clearly defined and understood and one must not be confused with the second.

A sound program in physical education has for its prime objective the discovery of and the correction of individual handicaps, the establishment of health habits, and a training in recreational activities which are intended to keep physically fit all who participate. Physical education should be known as a personal health and physical fitness program rather than by its present misleading name.

Athletics should begin where physical education leaves off. The individual should not be allowed to participate in interscholastic or intercollegiate competition until he has been pronounced physically fit by those in charge of personal health and physical fitness. A program such as this would also bar from competition for stated periods of time all who are injured. These periods should be of sufficient length to allow for full and complete recovery and correction. Such a course would make unnecessary protective equipment created solely for the purpose of allowing a physically unfit individual to compete. It would also lend weight to a new philosophy in the making of equipment, namely, "protection for the wearer and consideration for the opponent." Athletics should make three very positive contributions. First, a sound athletic program should encourage personal health, and contribute to the physical fitness of all participants. This is a most important factor.

Athletics should also contribute very definitely to a sound training in citizenship. Athletics, if they are to be worth-while, must teach respect for law, order, and authority. Coaches and players alike must abide by the regulations and accept the decision of those who have charge of the contest.

Athletics must also develop a high degree of sportsmanship. Boys must learn to win without gloating and to lose without whining. If athletics will materially contribute to the physical fitness of all participants, inculcate the principles of good citizenship, and develop a high degree of sportsmanship, they will be an essential factor in our national life, and the future of competitive sports will be secure.

The shock of war has already made it imperative that we question the value of many of our routine procedures and traditional practices. Much of our future depends upon our ability to make such evaluations and changes in advance of similar shocks and crises.—J. Dan Hull in *School and Society*.

# Why Not Develop A Bill of Duties?

**I**N MANY high schools students have been asked to write brief statements expressing what democracy means to them. Over two-thirds of the students defined democracy solely in terms of rights and liberties without reference to the responsibilities entailed. Probably this reaction is to be expected for as Hendrick Willem Van Loon has said, "We had a Bill of Rights, but never had a Bill of Duties." Some of our high school graduates have written their own Bill of Duties for today we find them fighting for our democracy and our Bill of Rights.

This fall many high school students will ask, "What can we do to help?" Educators and high government officials are agreed that high school students can render the best service to their country by staying in school. Just staying in school, however, is not enough. Why not arrange for each student to help develop a Bill of Duties? Each student and each teacher should participate in the discussion and formulation of it.

A Bill of Duties will not mean much if it is not "home grown and tailor made" for each school. The material presented here is just to serve as discussion material to help a school "grow" its own Bill of Duties.

## A SUGGESTED METHOD FOR DEVELOPING A BILL OF DUTIES

1. Present to the student council or homerooms quotations which might help the group to think in terms of a Bill of Duties.

2. The student council might prepare some discussion questions to be used in the homerooms.

3. The council may compile a Bill of Duties and send a copy to each homeroom for discussion and adoption.

4. The council may have copies of the Bill of Duties printed for distribution.

The following statements and discussion questions might be mimeographed or placed on the board before the first discussion.

1. "No generation has accepted so much from our culture and given so little in return."—C. E. Erickson.

2. "Each man and woman, boy and girl, must be taught so far as he can learn it, that he as well as the highest of his rulers, is free to do what he can to change ideas, customs, masters, models, creeds, and ideals—for the better, and not the highest of the high is free to change them otherwise."—E. L. Thorndike.

3. "Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority."—Educational Policies Commission.

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## DISCUSSION QUESTIONS

1. Does Dr. Thorndike's statement indicate that many Americans need a new definition of freedom?

2. Should Americans have a Bill of Duties as well as a Bill of Rights?

3. Do you agree with this statement: "In a democracy we are not free to do as we please, but as we ought?"

4. Why should I respect the rights of others?

5. What do I owe to my parents, my teachers, my fellow-students, my school, my community, and my country?

6. What can I do now to help my country in time of war?

7. Have you ever dodged responsibility with the words, "Let someone else do it?"

8. Is my school stronger and better because I am a member of the student body?

9. Have you ever disregarded the requests of a student in whom authority has been placed?

10. Do the people for whom you vote consider their job as an opportunity to serve or just an honor?

11. Six-sevenths of the seniors in New York State thought that a student should not accept nomination for council president if it meant serious curtailment of other activities. Do you agree?

12. Four-fifths of them agreed that if they were adult citizens they would not spend time beautifying a public square near their homes. Do you agree?

13. How can the educated person put human relationships first?

14. Should my school have a Bill of Duties?

15. How can my school develop a Bill of Duties?

## GENERAL BILL OF DUTIES'

1. To my school

*It is my duty:*

a. To be a good citizen, practicing democratic principles here and now.

<sup>1</sup>Committee report School of Education, Northwestern University, summer 1942.

### Committee Members:

Althea Brach, Social Studies, Washington Jr. H. S., Racine, Wisconsin  
Herma Hudson, Mathematics, Washington Jr. H. S., Racine, Wisconsin  
Janet Little, Commerce, East Waterloo High School, East Waterloo, Iowa  
Alice Neylon, Speech, English, Community High School, Hillsboro, Illinois  
Irvin Rogers, Industrial Mathematics, Social Science, Sr. High School, Peoria, Illinois

- b. To accept responsibility for getting an education as a part of the opportunity for getting it.
- c. To accept responsibility for improving my school.
- d. To discipline myself, to regulate my desires, and to postpone my satisfactions in accordance with the welfare of the group.

#### 1. To my country

*It is my duty:*

- a. To be a good citizen, consciously practicing and defending democratic principles.
- b. To be familiar with the democratic principles, history, and development of my country.
- c. To be loyal to these democratic ideals.
- d. To practice conservation of resources—natural, economic, and human.
- e. To tolerate and respect racial, cultural, and political minorities.
- f. To be socially informed and intelligent.
- g. To make criticisms of institutions, governments and public persons an informed, honest, and sincere criticism.
- h. To safeguard the health of the entire community.
- i. To treat my neighbor, as well as myself, as a human being of dignity and worth.

#### SPECIFIC BILL OF DUTIES

#### 1. To my school

*It is my duty:*

- a. To help and never hinder my classmates in their search for an education.
- b. To learn for values, not for marks.
- c. To respect the faculty as experienced guides.
- d. To foster interest in all school activities.
- e. To participate in the service activities in my school.
- f. To observe and cooperate in enforcing regulations for the care and preservation of school property, equipment, and supplies.
- g. To help maintain order in cafeteria, school grounds, corridors, study halls, and classrooms.
- h. To recognize my obligation in upholding the reputation and honor of the school.

#### 2. To my country

*It is my duty:*

- a. To take an active interest in current affairs.
- b. To buy defense stamps and bonds.
- c. To speak in terms of fact, not rumor.
- d. To keep physically fit.
- e. To train for a suitable vocation.

High school students like action. They are asking, "What can I do to help win the war?" A Bill of Duties which students have helped to develop and one to which they can give their full loyalty should be a *must* on the agenda of each student council this year.

## A Challenge To The Spanish Club

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Carbondale, Illinois

IN THE past few years high school Spanish clubs have played an important part in introducing Mexican culture into communities of our country. Spanish music, sombreros, sarapes, huaraches, pottery, blue glass, and silver jewelry are familiar and entrancing items to most young Americans. Mexican dances are popular and the warm colors of Mexican handicraft are influencing our own tastes. All this helps us to understand better our nearest southern neighbors and the Spanish club may well be proud to have a part in the movement.

Unfortunately this cultural infiltration stops with native arts and with one country. If we are to continue in the closer relationships with the Latin American countries, which the war has brought and which we now expect the post-war period to develop even further, we must expand our knowledge to include all of the countries and all of the aspects of them which will help us to deal with them wisely and rightly. That is a vast assignment, but the Spanish club is better fitted to undertake it than any other student group, and a realization of its importance will do much to help students over the rough spots. It is well to begin with Mexico, because most of us know something about that country, and materials relating to it are relatively easy to procure. But we must not stop there. We must learn about the countries of Central and South America and we must pass on our knowledge and our understanding to others of the school and to the community.

Of course no club would try to do justice to twenty-six countries, to say nothing of Spain itself, in one year's club meetings. A club can, however, use three or four and devote a series of programs to each one. These programs will cover the geography, history, economic and political features, and racial distribution of the country, as well as its artistic development and interesting sidelights. Books and articles on Latin America are flooding the market these days and useful maps and pictures may be found in *The National Geographic* and elsewhere. Such a project means a great deal of work, and as much of it as possible ought to be passed on to other people. This can be done through a school assembly program or a parents' night, or better yet, through both. The same type of program may be used for both occasions.

A vigorous, progressive club may feel that such a public program should be given for each country studied. In that case, at the end of the series of programs about Argentina, for example,

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# Financing Extra-Curricular Activities

IN DEVELOPING the school citizen, it is necessary for the school to keep in mind that it should arrange the whole school situation so that there is a favorable opportunity for pupils individually and collectively to practice, and to enjoy practicing, sound business methods<sup>1</sup>.

Every high school needs a well organized and carefully administered program for financing extra-curricular activities. This is merely a statement of fact, accepted today by all professionally minded teachers, principals, and administrators who are interested in furthering the welfare of pupils, school and community. Many of the larger school systems have such a program in operation, but many small high schools have neglected an excellent opportunity for instruction. Instead of being annoyed by the difficulties of extra-curricular finances in high schools, teachers and principals should welcome the opportunities these difficulties present for a more complete education of pupils and teaching staff<sup>2</sup>.

Since it is the ambition of schools to provide lifelike learning situations, this program is proposed as a laboratory project for business experience. To illustrate, there are: budgets to make, accounts to keep and audit, banking procedures to be carried on, money to earn and possibly to invest, tickets to print and sell, gate receipts to check, and secretarial service to be supplied<sup>3</sup>. Hence it is readily understood that the leadership in directing these finances should be a part of, and be developed by, the department of business education.

Where schools do not have a program of financing their activities, it is due largely to negligence or the lack of ability on the part of the principal and his staff adequately to organize, direct, and motivate such a program. Therefore it is the purpose here to set forth some of the basic facts and data necessary to make such a program practical and usable for the smaller high schools, with the hope that it will further the pupils' understanding, skills, and ideals and more firmly establish public confidence in our school systems.

Extra-curricular activities, when properly directed and supervised, may play a very important part in training junior and senior high school students for good citizenship, worthy use of leisure time, and for the development of ethical character. On the other hand, unless checks, audits, and businesslike methods such as preclude the possibility of petty theft are used when carrying on these activities which involve the handling of money, dishonest habits may be

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## INTRODUCTION

formed and participation in the activities result in a detriment<sup>4</sup>.

It has been stated that this undertaking should be guided by the commercial department and a large part of the operation of the plan to be carried forward by seniors. The addition of this program will require some curriculum revision in the business department. Supervisors and teachers will act wisely during the curriculum making to include the objectives of activity financing with those of the department<sup>5</sup>.

1. It promotes efficiency, uniformity, accuracy, and safety in handling school money.
2. It provides opportunity for pupils to learn and use good business practice in handling both private and public accounts.
3. It aids the whole extra-curricular program.
  - A. Keeps each activity within a budget.
  - B. Saves times in handling funds.
  - C. Helps finance little-revenue or non-revenue producing activities.
  - D. Encourages efficiency in auditing accounts.
  - E. Budgets and plans the fiscal activities<sup>6</sup>.

Two types of organization are suggested for use in high schools:

1. The financial affairs of all school organizations conducted through one office by a central treasurer or the principal.
2. A school bank handling both individual accounts and the accounts of all school organizations.

The first type of organization requires the help of the commercial department to furnish maximum educational opportunity. The second is more suitable for large high school systems where the average daily receipts are in excess of a hundred dollars. Consideration will be given to the first type, only, in this article.

The principal should delegate the authority of the central treasurer to the head of the commercial department or some other qualified, responsible, and interested member of his staff. The central treasurer should be bonded for an amount equal to the annual amount of money handled. In fact some boards of education require all school treasurers to be bonded. This official is responsible for all school accounts, and should have separate room equipped with con-

<sup>1</sup>Fretwell, E. K., *Extra-Curricular Activities in Secondary Schools*, p. 444.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid. p. 444.

<sup>4</sup>Bullock, A. E., *Administration and Supervision of High School Student-Body Finances*, p. 1.

<sup>5</sup>Barr, Burton, and Brueckner, *Supervision*, p. 159.

<sup>6</sup>Williams, C. O., Ed. 454, Summer Session, 1935.

venient furniture and filing case, to be known as the "activity office" or the "central treasury". The treasurer should have regular office hours and be available on week ends, when many of the major functions of the activities take place. Bullock suggests that one hour period for each 150 to 200 pupils be allotted to the treasurer for office hours. Since the volume of business in any school is large, the following personnel is desirable:

1. Office manager, who is the central treasurer.
2. Cashier.
3. Deposit Clerk.
4. Filing Clerk.
5. Bookkeeper.
6. Stenographer.
7. Messenger.

This office force should not continue the same work throughout the year, but a plan of rotating the tasks every six weeks, or oftener, should be followed. In this manner the pupils will get a large variety of office practice, and peculation and fraud are made more difficult<sup>8</sup>.

All of the activity funds should be deposited in the central treasury by the activity treasurer, who is pupil-elected by members of that particular activity. His duties are: collecting all funds of his organization, depositing them in the activity office, keeping an accurate ledger of his activity accounts, presenting a properly signed requisition for disbursement of funds, and being prepared for monthly and annual audits by the central treasurer. Usually, but not necessarily, this officer is a senior.

It is common for more than one person to know the combination of the school safe, thus making it an undesirable depository for any school funds. Consequently, the central treasurer should deposit all activity money in a sound local bank, and the deposit slips should be filed.

The best procedure for pupil deposits is by use of duplicate forms. The original is filed in the activity office, and the other serves as the pupil's receipt. Withdrawals from any account should require the signatures of the sponsor, the pupil treasurer, and the manager of the activity office<sup>9</sup>. The central treasurer who, alone, may make payment for articles purchased or services rendered, does so with checks or vouchers.

A wealth of material suitable for this purpose has appeared in the form of books and magazine articles in recent years<sup>10</sup>. Authorities agree that a cash journal should be kept in the activity office, showing all: receipts, disbursements, financial status of the school at any time, dates, deposits, check numbers, name of de-

positor or payee, and the name of the activity and its balance. To simplify these records, a loose leaf ledger will keep each activity account separate. The treasurer's check book should have space for classifying disbursements.

Orders for payment of accounts are made in duplicate form, showing signatures of the pupil treasurer, sponsor, office manager, name of person to be paid, and the items covered by the payment.

Requisition blanks for the purchase of supplies or services should be made in triplicate—one for the activity office, one for the vendor—and should be signed in the same manner as the payment orders.

If the finance committee, which is another feature of the organization, decides more forms are needed for their particular school, they may be added. In general, the clerical system will function better if it is not too cumbersome to administer. The bookkeeping system adopted should be simple, accurate, open for inspection, and readily understood by anyone.

The finance committee should be composed of faculty members, at least all sponsors, the central treasurer, and activity treasurer—with all classes represented.

It is suggested that the duties of the committee members should include serving in an advisory capacity for all activities, preparation of the fiscal budget, determining the worthwhileness of requests for funds, training of the student body in activity undertakings, and perpetuating and improving the system from year to year. The allocation of authority must be supplemented by cooperation and coordination of effort, which are more important than the theoretical insistence upon an executive budget<sup>11</sup>.

In listing the benefits that accrue to business from a well planned and ably directed budget, Ernst and Ernst write, in part: "It enhances the power of loyalty in an organization, since it stimulates and helps each individual to put more of his brains into the enterprise to which he has given his time."<sup>12</sup>

An excellent procedure is for each activity group accurately to estimate its needs for a year and present that estimate to the finance committee for approval. The general budget should be approved and have affixed to it the signatures of the principal and the central treasurer. Any budget variations in emergency cases, or otherwise, should have the approval of the finance committee. It has been found that all too few schools make use of the practice of budgeting accounts. Bullock found in examining the constitution and by-laws of thirty-five high school student body activities, only 14 per cent require the making of a fiscal budget<sup>13</sup>. The new budget

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<sup>7</sup>Bacon, F. L., *Correlating Extra-Curricular Activities With the Department of Business Education*, *School Review*, 30. pp. 671-78, November, 1922.

<sup>8</sup>Bullock, A. E., *Ibid.* p. 28.

<sup>9</sup>Bacon, F. L., *Ibid.* pp. 671-78.

<sup>10</sup>Counts, G. S., *Procedures in Evaluating Extra-Curricular Activities*, *School Review*, 34. pp. 412-21, June, 1926.

<sup>11</sup>DeYoung, C. A., *Budgeting in the Public Schools*, pp. 179-180.

<sup>12</sup>Ernst and Ernst, *Budget Control*, p. 8.

<sup>13</sup>Bullock, A. C., *Ibid.* pp. 27, 28.

# Tradition In The Assembly Program

SOME time ago one of the better Sunday radio programs opened its customary broadcast with its usual sentence: "The Columbia Broadcasting System presents the 679th in its traditional Sunday broadcasts . . ." There was pride in the fact that the program was a traditional one. In a country where it has been quite the accepted thing to shrug one's shoulders at age and tradition, is it not worth our time to ask ourselves whether or not our reaction against tradition has been carried to an extreme? To be sure, traditions which are blindly carried on after changed circumstances have rendered their original purpose meaningless can become obstacles to thought and effort which should be devoted to improvement. On the other hand, is not antagonism to all tradition as such, the other extreme, which would eliminate the beneficial as well as the meaningless and which is just another way of avoiding thought and effort?

Is it not true that we recognize certain values in the traditional: the numerous associations which the traditional acquires, the increase in the number and range of appreciations, and the improvement of performance which comes with repetition and maturation? What would be left of the Kentucky Derby if it were stripped of the rich traditions that have accumulated over a period of many years? How could we get along without most of our traditional holidays and institutions? Who would want to see all traditional ceremonies eliminated from our church services? How many of us could enjoy Christmas if the annual celebration were stripped of all tradition?

The question to which this article is devoted is: Why should we not make greater application of tradition in our assembly programs? Assembly programs can arbitrarily be classified into three groups, even though the lines of demarcation may be obscure. First are the programs which are scheduled for the one occasion with no thought of repetition at a later time. Most assembly programs fall into this classification. There is the second kind of program, which recurs in name only, the content being varied for each occasion. Examples are the annual plays given by the school dramatics club or classes, music programs, and school exchange assemblies. The third kind of program is one which can be repeated annually not only in name but also in structure. The writers believe that the possibilities of this kind of program have not been adequately stressed in the literature on assemblies. It is the purpose of this article to reveal some of the advantages of scheduling a limited number of traditional programs annually.

Following are some examples of programs that are now being repeated annually at Western State High School:

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1. "The Grads Speak." This is a program that should occur rather early in the school year. It employs four or five graduates of the school who have now completed a year of college, special training, or vocational experience. The program consists largely of talks or interviews given by these graduates in which they answer such questions as these: If you could repeat your four years of high school work, in which respects would you plan your work differently? On what things would you devote more time than you did while in high school? What experiences that you had in high school appear to be contributing most to your progress at present?

In addition to these talks there may be music or other entertainment provided by other graduates of the school. A few weeks in advance of the date on which the program is scheduled, the principal has lunch with the college students to re-acquaint himself with them and their past year's activities and to plan the program. This kind of program has peculiar value to new high school students. For some reason college students and other recent graduates have much prestige with high school pupils, and what they say is taken more seriously than is a lecture given by a college professor or by the principal himself. Since these students have just gone through the initial experience of adjusting themselves to new situations, the difficulties they have experienced are very real to them. Thus the program can be counted on to have a good influence on high school pupils and to be enlightening to the high school faculty.

2. The Christmas Assembly. Our high school is one of those which are repeating the same program each Christmas time. We have found that our most effective Christmas assembly is one which involves a coordinating of the school choir and the dramatics club to present "Why the Chimes Rang." The program, which is given at night, consists of the play, with the choir entering as a processional at the appropriate point in the play and sitting in cathedral style near the stage to become part of the play itself. As the various citizens come to the altar to present their gifts, the choir sings a series of Christmas carols, accompanied by organ music, climaxed with "Alleluia, How the Angels Sang." Following the play, the house remains dark while the characters in the play, the choir, and finally the audience go out in procession to the strains of "Silent Night."

3. The Student Council Election Assembly. This program is sponsored by the student council.



cil. Plans for the election are made; nomination petitions are circulated; campaign rules are explained; campaign managers are selected for each candidate. Then a meeting is held with the council advisor and the speech teacher to arrange the time-budget of speakers, to plan stage arrangements, to give advice on the speeches themselves, and to insure the tone of the assembly. In the program over which the council president presides, managers speak and introduce their candidates. The voting booths are open during the part of the school day which remains after the assembly. This assembly program can always be counted on to be lively and interesting, to assist the students in selecting the best officers for the next year's council, and to have a desirable educative influence upon the student body.

4. The Senior Assembly. The chief purpose of this annual program is to give the seniors an opportunity to "shake hands and say good-bye" publicly to the teachers and under-classmen. The class appoints for this purpose a committee which works with its faculty adviser and assembly sponsor. The customary features of this program are: (1) Review of the class's contributions to the school, (2) an appreciation expressed by them to the faculty, (3) the presentation to the school of a gift, (4) acceptance of the gift by the principal, who takes the occasion to make appropriate comments about the class, (5) music and other entertainment features.

The chief value of this program is the satisfaction it leaves with everybody in that it averts any feeling that the seniors are leaving without being missed. Also, it provides an appropriate occasion for the expression of opinions and convictions that are helpful to the students in general. It might be thought of as a substitute for the tradition of class night, which is still retained in many schools.

In addition to these, four or five other assembly programs are presented annually in much the same manner. The year's series always opens with a program which has been labeled, "Who's Who and What's What at State High." The final program is an Honors Assembly, which is given at night and to which all parents are invited. All of the programs that have been mentioned constitute a relatively small proportion of the total series for one year. The majority are planned for only the one occasion. The assembly committee is always on the look-out, however, for successful programs that may be worthy of, and lend themselves to, annual repetition.

In addition to the advantages of traditional programs named at the outset are two others. First, they provide a nucleus or skeleton for the programs of the year. The work of a new assembly committee is facilitated by the fact that it can start the year with a limited number of already planned programs of demonstrated merit. Thus more time and energy are available for the planning of the remaining programs of the series.

A second advantage of these programs lies in the fact that their presentation can be expected to improve from year to year. Mistakes are corrected, new angles appear, and little "hitches" disappear. Immediately following each traditional program, the written list of suggestions and recommendations prepared the previous year should be revised and filed for use by those who will be responsible for this same program the succeeding year.

Tradition, then, can play a significant role in the school assembly program in the same way as it does in other phases of school and of life itself. It need not result in artificiality or a stereotyped program. On the contrary, it should result in enhancing the meaning of assemblies to the student, and create in him a pleasant expectation of certain special occasions.

## A Challenge to the Spanish Club

(Continued from page 14)

the club will select the most informative and the most entertaining parts of their series and will concentrate on perfecting them for the public. The final program may include any or all of the following: a movie on Argentina, talks on special topics, dramatization of customs, Argentine music, and a quiz program. If there is an available native of Argentina or anyone who has lived there long enough to know the country, he might be asked to contribute to the program.

There should, if possible, be an exhibit in connection with each of these programs. The exhibit should include Argentine products or handicrafts, pictures of the country and its people, and maps—also charts showing the distribution of population and products of the country, its mineral resources, geographic peculiarities, and financial status. Such charts are of great benefit to the students who prepare them and of great interest to people who know little of the country. They may be kept for future club or class use.

Here is another way in which the Spanish club may foster a better understanding of our Spanish speaking neighbors. One student alone may not have much influence in the community but group pressure is always felt. If the club as a group will try to persuade the town library to include Spanish and Latin American items frequently on its bulletin board and in its special exhibits, it will probably meet with considerable success. Likewise it can influence the choices of local book clubs in their selections for reviews. Church study groups are especially interested in Latin America these days, and the Spanish club may be able to help in their programs on occasion. In any case, the club ought to respond whenever and wherever it is asked to help in any program relative to its interests. The forging of close, sympathetic, intelligent relationships between countries is a momentous and delicate task requiring understanding and tolerance in citizens in general as well as in their leaders. To this task America calls every student of Spanish.

# Utilization of Radio in the Classroom

IN OUR democratic nation the radio may well become a great unifying and awakening influence. One can understand why Commissioner Studebaker has said, "There is not the slightest doubt in my mind that radio will become one of the most powerful constructive forces for the education of our people, if we devote adequate attention to the development of truly educational programs."

We all know that radio is influencing greatly the life patterns of boys and girls, and it is up to the parents and teachers in democratic America to determine what the influence should be. It is from this point of view that we report here the utilization made of the radio in the seventh grade classroom of the Western Michigan College Training School.

First, in order to reap the benefits of broadcasts, our classrooms are equipped with their own radios. Our seventh grade pupils use the radio that stands in their conference room. That contact with the outside world has come to be recognized as one of the prime educational influences in our classroom. It has served the purpose of acquainting the pupils with current events. Many noon hours have been spent in listening to important national broadcasts—addresses by the president, or other programs of worth.

However, the value does not lie in merely listening to broadcasts. It is the follow-through that is important. Programs or special broadcasts are usually discussed by our boys and girls. These pupils learn to analyze, criticize, and summarize the programs which come over the air.

Another important problem which we have recognized is the type of programs students listen to after school hours. Therefore, a seventh grade radio survey was conducted by the entire classroom. The results were compiled and particular broadcasts were rated as "desirable" or "undesirable."

Special broadcasts which occurred after school hours were brought to the attention of all the students by our announcing them beforehand, orally or on the blackboard. Even the "shut-ins" were informed of the latest and best programs. Pupils who were absent from school reported these programs to the class upon their return.

The richest experience of our radio utilization came, however, when four members of the seventh grade participated in an actual broadcast over the local Kalamazoo station of the Columbia Network, WKZO. The program itself grew out of a regular school activity—a unit of study of South America. The idea of appearing on the radio stimulated the students. There was much discussion of an appropriate subject for the broadcast. When the first script was finally written, it had to be discarded because it did not

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fit into the emergency atmosphere of our present day world. Therefore, in preparing a program of an educational nature, it was necessary that it be brought into harmony with our democracy's national struggle.

The second script went through many revisions. It was indeed a co-operative affair. The four students participating, together with the supervisor, the practice teachers, and the radio technicians, contributed as a group to the final script.

In expressing themselves over the air, the students enriched their educational experiences by using the knowledge they had already gained, and by developing these ideas into the consideration of one vital issue: "How We Can Improve Our Relationships with South America." Sub-topics included: "What Have We Already Done?" "What Great South American Leaders Deserve to be Commemorated for What They Have Contributed?" The entire theme made the students conscious of the building of friendly relationships with our South American neighbors.

Not only was the program beneficial in creating goodwill, but the work in preparation was important. The attention paid to careful pronunciation and voice control was as important as the ideas which were being voiced.

The script itself required careful planning, and even though the material was familiar and contributed by the students, it had to be given actual form and proper sequence. One of our objectives was to help the students understand their own meanings so that they would stress proper ideas and climaxes as they read their scripts.

Language use was important in the first instance. The reading was rehearsed and timed. The students familiarized themselves with the microphone and learned to react to ideas as in actual conversation, since this particular broadcast was in the form of a panel discussion. The mechanics of the broadcast were handled by Western Michigan College students who were trained radio technicians.

But an all important ingredient in a total education experience, if it is to be of any benefit, is the listening audience. Our broadcast was being heard by the seventh grade class members who weren't actually on the air. They were as much a part of the program as the "participants" because their listening was a part of the life of the classroom. The program became the basis for class analysis afterwards. We checked our class

members' "reactions" against reports brought in by parents and other listeners to the "hour."

Further benefit was gained in that the broadcast was a source of supplementary material in the fields of English, written and oral, and in history and geography. It incorporated and correlated all of these subjects in order to provide a real understanding and add good qualities to the program.

One of the pupil's parents made a recording of the broadcast. This recording was played in several college classes, and students discussed the value and teaching effectiveness of the activity from the point of view of teaching social studies, English, and speech.

Thus, radio reaches its greatest effectiveness in the school when it is a part of the school life. It is the preparation and follow-through of a program that becomes a part of the real learning situation.

## Vitalizing Honors

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UNDOUBTEDLY the faculty members in every school feel that some students are unusual in their spirit of loyalty to the best interests of the school and the community, and that they give without stint of their talents and time. Such service should receive recognition, partly for the sake of those students who have been outstanding, and partly to stimulate other students to a desire to give of their best.

In some high schools there is a chapter of the National Honor Society, and students who meet the requirements are elected to membership in this organization. Other schools may wish also to honor some students who would not be eligible to membership in the Honor Society. These schools have worked out their own standards of recognition and reward.

In Denfield High School in Duluth, Minnesota, we have developed a plan which we believe well expresses the philosophy of our school. But since it is a plan that could be adapted to the spirit of other schools as well, this article is written to acquaint others with the main points in our program.

We believe that the *spirit* in which a high school student does his classroom work, participates in extra-curricular activities, and associates with others in school and in the community can be his greatest contribution to society. If this spirit is one in which the student shows that he recognizes and assumes his responsibility as a member of society, and if he constantly plays his part according to the approved standards of society as recognized by the school and the community, then he may receive the emblem which shows that his high school

is doing him honor. This emblem we call the "Honor D." It is a small felt letter "D" standing for "Denfeld."

Each year we hold an "Honor Assembly" presided over by an "Honor Queen." The members of the senior class nominate the queen, and the entire student body elects her. The names suggested are carefully checked for citizenship as well as for grades in the school subjects carried. If the girls meet this two-fold test, any one of them is worthy to be the queen, even though only one of them may hold the position. The girl who is chosen presents the Honor D to each student who has earned it.

If the students' citizenship is such that the school considers it worthy of honor, the students may be recommended for an Honor D on any of the following grounds:

1. They have been on the scholastic honor roll four out of the five grade periods in the school year.
2. They have rendered outstanding service in an extra-curricular activity. (Not all of the participants in an activity meet this test, for to do as good work as the student in a similar position the year before is not enough; the student must render service above and beyond what others have done in order to be eligible for the Honor D).

3. A graduating senior has been neither absent nor tardy all of the time he has been in high school, and he has at no time "cut" nor been carelessly tardy in classes.

4. The student has shown the highest type of citizenship in the school and community. (Concrete evidence is given for this type of recommendation).

The students' grades are checked before they may enter an extra-curricular activity and also in each grade period during the time that the activity functions. The grades are checked again when a student is recommended for an Honor D. However, the Honor D is not given for high grades alone nor for mere participation in activities. The students who "go the second mile" in service and co-operation are the ones who are entitled to the school's special recognition.

A personnel file is kept for each student in high school. This contains such records as excuses for absence from school, a record of payment of class dues, requests for special privileges and notes of commendation or disapproval written by the faculty. In these faculty notes incidents are cited which reveal the student's loyalty and service, or his lack of co-operation or his misbehavior. This file is used as a final check on the citizenship of the pupil when a faculty member recommends him for an Honor D.

It might seem strange that students would consider a small felt letter "D" one of their most valuable possessions. But it stands for the finest and best things in their high school life, and it represents the qualities of worth-while citizenship which make our schools and our nation strong and invincible.



# A Simple Plan of Accounting

## For Pupil Activity Funds in the Small High School

ONE OF the greatest problems confronting the small high school is the inadequacy or absence of a system of accounting for pupil activity funds. In many instances the absence of such a system is a source of suspicion and a cause for loss of confidence in the school on the part of both pupils and the public.

A sound, practical and simple system of accounting for the activity funds of pupils will in itself make provision for pupil participation. Such participation increases the pupil's knowledge of the use of his funds and affords an excellent opportunity for the school to practice democracy and good citizenship and to offer experiences in good business practice.

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a combined cash ledger record (Fig. 3) for recording collections of all pupil activity funds into a general activity fund. All deposits are broken down into specific funds when recorded, and the funds of all organizations are balanced each month.

3. The treasurer files with the bookkeepers monthly bank statements, receipts, approved requisitions, canceled checks, deposit slips, envelopes, and all other pertinent material.

<b>REQUISITION</b>	
<b>ORANGE COUNTY TRAINING SCHOOL ACTIVITY FUND</b>	
Chapel Hill, N. C. _____ 19____	
Name _____	Requisition No. _____
Distribution:	
(Name of Organisation) _____	\$ _____ (Amount)
For _____	
Approved: _____	
_____	Student Representative
_____	Faculty Sponsor

Fig. 1

The following plan was formulated for the Orange County Training School:

1. All pupil activity funds of the school are collected through a central treasurer (a faculty member other than the principal) and deposited in the Bank of Chapel Hill as one activity fund.
2. The bookkeepers (pupil and teacher) keep

4. The central treasurer keeps a petty cash envelope (Fig. 2) into which small receipts are placed and from which small expenditures are made.

5. The treasurer uses a large flat check book with four checks to each page. Each check and stub is numbered, and the date and number are recorded in the cash book.

### PETTY CASH ENVELOPE

Receipts				Expenditures			
Date	From Whom	Fund	Amount	Date	To Whom	Fund	Amount

Fig. 2

(Continued on page 39)

# A Guidance Director Reports

**A**FTER a check showed that only 500 out of 2,200 pupils participated in extra-curricular activities, and that those enrolled were doing more than was best for them, the South High School guidance department evolved an activity program during the regular school hours.

The activity committee, sponsored by the student council, conducted a survey of interests among students and teachers. Resulting information was used to arrange the activity program and to choose sponsors.

The schedule provided for an activity period by shortening periods one week in the morning and the next week in the afternoon. Two different lists were made so that each group, with few exceptions, met every other week. This gives every pupil the privilege of participating in two activities, but it also limits him to two. The first four weeks of the semester were "sampling" weeks. At the end of that time everyone was enrolled permanently in his chosen activities.

Each group elected officers and sent its secretary as representative to the activity council, which is the governing body and clearing house for the school. All school projects are carried on through this council. Money making plans,



A Club at Work

defense group activities, and community entertainment and service are carried out. A talent and service file is maintained. Petitions for new activities and transfer of membership are received and passed upon. New groups are sponsored and organized for the new junior high pupils when they enter, and other newcomers are made acquainted with the program and assisted in making satisfactory choices.

The Parent-Teacher Association has also worked hard in carrying out the plan. The hope is to make it a community program with a com-

## MARJORIE SHEPARD

*Guidance Director, South High School  
Grand Rapids, Michigan*

munity sponsor for each activity. At present there are twelve groups with out-of-school sponsors, and other groups have had special speakers.

There are fifty-seven activities listed for one week and fifty-five for the following. Among them are the following clubs: Toy Making, Boys' Cooking, Speakers' Bureau, Life Saving and First Aid, Candy Making, Make-up and Stage Craft, Popular Songs and Record Collectors, Inventors, Experimenters, Drivers' Clubs, Radio Signalling, Specialty Band, Gift Making, Personality for Girls, and Ping Pong.

At present there are about five hundred students in study halls during the activity program—just the reverse of the first survey. Later the activity council intends to find out why these students have not joined and to help them organize new groups that they may suggest. It also is planning a pupil evaluation of the program through a questionnaire to aid in revising and planning the program for the following semester.

Originators hope that this program will give students the opportunity to develop their capacities as far as possible.

Work of the groups is represented in the following cross-section summaries of three of the activities:

### VOCATIONAL SURVEY

Dissatisfaction was rampant among the students of South High School. Questions and complaints flew thick and fast—"How is my schooling going to help me hold a job?" "Our school has no practical training!" "How am I going to make a living?—I have to work as soon as I graduate." "Ah, there aren't any jobs around here for us, anyway!"

Informal class discussions showed that pupils were convinced that their school and city were inadequately equipped to insure their gaining a happy future at a profitable job. "Something should be done to find out the facts," thought many teachers, but Miss Marjorie Shepard and Mr. Harold Buckham did do something.

They organized the Vocational Survey group. The boys and girls working on this project are making a survey of the vocational opportunities for high school graduates in their school district.

A map of the area to be covered was made and mounted by students. Working singly or in pairs, the boys and girls investigated every place of possible employment, interviewed every employer, and recorded their information on the



The Girls Study Employment Possibilities

map and in files. Questions are being asked every employer regarding the vocational, educational, and experience requirements of their employees; the required ages and personal characteristics of their workers.

The purposes of the survey are to prove or disprove the adequacy of South's curriculum and find remedies according to results; to find the actual facts concerning employment and possibilities for high school graduates in Grand Rapids; and to create a student employment agency that will function for the benefit of the employer as well as for high school pupils and graduates.

For the employment agency, students will build, during their high school careers, complete records of themselves as to ability, character, aptitude and interests, through vocational inventory tests, scholastic records, and teachers' comments. Everything about themselves that an employer would want to know will be kept on file, thus insuring quicker and more satisfactory employment of the individual.

The results of the survey may be far reaching, perhaps making a change in the school program—perhaps in keeping many students from entering already crowded or inadequate vocations. The results of the survey should mean a better community and perhaps—since America is but many little communities—it will result in a better America.—RUTH FRENCH, *President, Vocational Survey Group.*

#### NEGRO SPIRITUALS

Negro spirituals sung as they should be sung have come into their own at South High School. The group is one of the most interesting and enjoyable in the newly inaugurated activities program. About fifteen Negro boys and girls, with voices ranging from highest soprano to lowest

bass, come together once each week during the Wednesday activity period, to do fine harmony work on the classic spirituals, old and new.

A chance to show the product of their work came when South Parent-Teachers' Association produced a Negro minstrel and asked the group to perform. Results were enthusiastic, and a service to the community was done.

The sponsor, some of the members, and some of the parents have contributed music, so that a library of music for the group is well started. Selections range from "I Can't Sit Down" to "All God's Chillun Got Shoes."—MARTHA BRADSHAW, *President, Activity Council.*

#### TROJAN CAMERA CLUB

Traveling salon is the spotlight feature of the Advance Camera Club. After receiving a circular from the Camera Club, Ann Arbor High School, the organization decided to join with eight other southern Michigan and northern Ohio schools in exchanging enlargements during the school year.

The club's exhibit was chosen by a committee of student members. The pictures selected were the work of fellow members, from exposure to mounting. These selections composed the representative set which would be sent from school to school. Only one such set is sent out by each school. There is no specific subject matter or regulation size of the mount. Each school keeps the display sent it for one week before mailing it to the next school on the list.

Before sending the exhibit on, the club rates the exhibit as a whole and then chooses specific pictures for first, second, and third awards. These are listed on a printed form, which is kept by the club until the last group has been judged. The chart is then sent to the Ann Arbor High School Club, which tabulates the results and sends a summary of the ratings to each school. The entire exhibit is rated: excellent, very good, good, fair. Individual enlargements are rated first, second, or third, according to technical quality, interest, and composition.

Requirements for admission to the local club are only possession of a camera, finances for film, and twenty-five cents for use of the school dark room. Students having their own dark rooms do not have to pay this fee.

Monthly salons at school have a different theme.—RUTH STOKOE, *Sponsor, Trojan Camera Club.*

The sum of \$94,000,000, the largest item in the appropriations for war training, was authorized for courses of less than college grade which have constituted the Program of Vocational Training for Defense Workers, but which are now being administered by the U.S. Office of Education as the Program of Vocational Education for War Production Workers. These courses which were first authorized July 1, 1940, are for the primary purpose of preparing workers for war-plant production.—*Education for Victory.*



# A Federation Of Student Councils

**D**URING the second week of October 1940, the student council association of the Terrell Junior High School started its activities with a bang. And how things did hum around the old school! There was the enthusiastic campaign before the election of officers, then the exciting election itself, climaxed by an elaborate installation in the assembly hall. Then the new officers, with their heads still dizzy from the success of the campaign and their souls fired with the determination to do or die, settled down happily to the business of running the council. Detailed plans were made to fulfill every plank in the campaign platform.

At the end of the first month the president was so pleased with the success of the council that she wanted to know if all the councils of the city do what this one is doing. The entire group was anxious to know the same thing, so it was suggested that the several councils be invited to meet together for the purpose of exchanging ideas. A committee was at once appointed to confer with the principal, who not only favored the plan but granted permission to the council to act as host to the group. Whereupon, in December the following invitation was sent to the several Junior High Schools in the city:

"The Student Council Association of the Terrell Junior High School invites the president, the sponsor, and one other member of your student council to be its guests at a luncheon, December 18, at 3:00 o'clock at Terrell for the purpose of discussing the organization of a Federation of Junior High School Student Councils of Divisions 10 to 13. Let us know if your representatives will be present."

The day and the hour of the luncheon arrived, so did the three representatives of each of the seven junior high school student councils. After the luncheon our president called the meeting to order, explained in detail the purpose of the meeting, and suggested that the guests become better acquainted by telling of the operation of their councils and some of the activities in which they engage. The response was enthusiastic, and the group decided then and there that a permanent organization should be made.

An election was held and a Terrell representative was made president. Other officers were equally distributed among the several schools. The newly formed federation then decided to meet on the last Thursday of each month at 3:30 o'clock, and lots were drawn to determine the school that would act as host for each remaining date. At the next meeting a committee was appointed to work out an appropriate and effective constitution and by-laws to guide the activities.

The constitution that was adopted limits the membership of the organization to five delegates

**VIDA L. PORTER**  
*Sponsor of Student Council*  
*Terrell Junior High School*  
*Washington, D.C.*

from each of the seven Junior High Schools, three regular members and two rotating. It requires that the president and sponsor shall be from the same school; that all offices shall rotate from year to year among the various schools; and that the officers shall be elected at the first annual meeting.

It was voted that the first project of the Federation to be launched would be the improvement of daily attendance in the several schools. The Federation purchased a large silver cup to be awarded to the school showing the greatest percentage of increase in attendance. The name of the school and the date of the award are engraved on the cup each time that it moves.

The activities of the Federation have been many and varied but all designed to promote general welfare through better schools, better community, and better city. When it was reported in a meeting that there had been complaints from passengers on street cars and busses about the clowning of junior high school students in these public conveyances, the Federation at once took steps to remedy this menace. Methods of combating the offense were outlined, ways of getting them over to the student body were discussed, and all representatives were duly impressed with the importance of securing results.

The discussion on ways of getting information to the student body disclosed that one council does it with a mimeographed bulletin which carries articles on conduct, criticisms and suggestions written by council members; another uses the public address system; another placards, and so on, each school presenting an idea which could be tried out by another.

Again, one school explained to the group its Consumer Education Program, which was organized because of the need felt in the community for definite guidance in intelligent buying. The Federation suggested that similar programs in all the schools would no doubt be of great service to the school communities.

After the transaction of business the Federation conducts a round-table on some problem pertinent to the lives of junior high students. The subjects for discussion are previously announced so that all members may prepare to take part. One such subject was "Delinquency and What Junior High School Students Can Do to Decrease It." Delinquency was defined, and all its causes that could be thought of were listed

and their reasons for being were discussed. Then followed many suggestions for solving the problem, and some agencies, inside and outside the school, that could help in the solution were mentioned. Another discussion was on "Health," another on "Defense" and always the emphasis is on what the junior high school student can do about it.

The principals who sat in on the first two meetings of the Federation were so much impressed with the results and so inspired by the future possibilities of the organization that they called it to the attention of the Board of Junior High School Principals. That body was so favorably impressed that it approved the constitution, granted school time for the meetings, and consented to act in an advisory capacity for the group. This board requires that a copy of the minutes of each meeting be sent to it for review.

The Federation is now a real clearing house for the several councils. The exchange of ideas is inspiring, as it keeps up a friendly rivalry among the schools, keeps interest from lagging, and affords an opportunity for broader contacts and interests.

## Vocational Guidance for Victory

"Vocational Guidance for Victory" is the title of an 80-page manual issued in August by the War Service Committee of the National Vocational Guidance Association. Including contributions by fifteen government officials dealing with the Nation's manpower, the publication brings together for the first time information on all aspects of the American wartime labor market.

Special attention is given to opportunities in the armed forces. There are sections on the new jobs open to women and on the problems of rural youth, the physically handicapped, and minority groups. Of special value to counselors are articles on getting ready for war service, long term planning for the individual, and assisting youth with his wartime psychological problems.

It is edited by Dr. Harry D. Kitson, editor of *Occupations*. Single copies of the manual may be obtained for fifty cents from the National Vocational Guidance Association, 425 West 123rd Street, New York, New York.

## Student Activity Receipt Books

### FOR WEEKLY PAYMENTS

This book has been designed to meet the growing demand for a convenient and speedy means for recording and receipting student activity payments made on a weekly basis. It saves time for the office or home room and is convenient for the student. A record of the student's payments is shown at a glance for any given date. Another popular use of the book is the handling of payments for the "noon lunches."

Many schools are now using this receipting system in both grade and high school. A similar book is available for payments made on a monthly basis.

Each book contains 36 stamp receipts for each of 100 students. Each student is given a number, which appears on each of his stamps, therefore the stamps are not interchangeable. Stamps

are printed green and gummed for mounting or pasting in the small combination Student Activity Ticket-Stamp Books. This "Ticket" or "Stamp Collection Book," when presented at the "Window" or "Gate" is the student's pass, providing it shows stamps accumulated to a given date. To put system in operation requires one book for each 100 students.

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# To Encourage Inter-School Friendliness

MAX KLINGBEIL

Principal, Granger High School  
Granger, Washington

SOON again we shall be in the midst of the various athletic events which mark the calendar of every live and active school. For all the enthusiasm and anticipation with which we look forward to these high spots in the school year, can we be certain they will cement more firmly a growing friendship between our schools, or will they place in jeopardy the goodwill which should characterize all inter-school relationships,

We have often been aware at one time or another of the tendency for sports events to spread mingled feelings of indignation and irritation among us. Perhaps the very nature of athletic contests causes this feeling. Perhaps it lies in the high value set upon winning which the adults immediately concerned pass on unconsciously to students. At any rate, it appears that we must seek to encourage by other means a more wholesome atmosphere between schools.

Here is a scheme that can be worked out in nearly any group of schools, despite the increasingly difficult problem of transportation. It will provide an answer to growing ill will; it will do much to develop what good feeling may already have been established; and it will further educational development hitherto partially or completely ignored.

First of all, for the purpose of arranging the finest type of assembly program possible within the school, it is proposed that a talent contest be arranged during the fall term to secure the best individual musical and dramatic performers available. To this may be added later, if necessary, small organized student activity groups, such as instrumental quartettes or girls' sextettes. Outstandingly skillful people in other lines of activity may also be used to advantage. There may be amateur magicians, tumblers, jugglers, or sketch artists in your midst eager for just such an opportunity.

After the entire group which is to take part has been selected, the next step is arrangement of the program. This need not be difficult since many of the selections used for tryouts may be incorporated just as they are into the program. With proper practice, a performance of almost professional finesse is assured in a great many of our schools.

Following the initial rendition of this program at the home school, the plan envisages a schedule of exchange performances with other nearby schools likewise organized. In these exchange performances lies the value, among all the other obvious values of the scheme, which satisfies the main purpose of this article. Each of these events can do a great deal towards creating the interest and enthusiasm in the work of neighboring schools and result in an atmosphere of real

friendship and goodwill. An undertaking of this type can do much to overcome the misunderstanding and ill feeling which may have become, sad to say, virtually a tradition between schools whose athletic rivalry is intense. Teachers and students alike in your school will discover to their lasting benefit that the teachers and students in adjacent schools are pretty decent folk after all.

For the success of the plan as outlined, it will be necessary to pay careful attention to the way in which the project is introduced. Detailed planning must precede any move in the direction of establishment within a group of schools. Some one person must take the initiative, and, as in all worth-while undertakings, a great deal of work will be necessary. The gains made in better understanding, however, will justify the effort.

Consider the money which has been spent for years in athletic contests resulting frequently in dissension and in ill will, irrespective of other attendant benefits, against what it will cost to finance the plan proposed here. In addition, think of the splendid, yet inexpensive, entertainment provided. Many schools are paying out large sums of money to bring in professional entertainment which could not conceivably compare in real value with what this plan will do for student audiences and participants alike.

Will there be enough programs to make it worth-while? Each school, depending upon the size of the group combining to carry out such a scheme, will receive as many programs per school year as there are schools in the whole group. Thus, if there are five schools in a group, the schedule can be worked out so that, including the home school, five programs per school per year would be presented; each different and each offering the much needed opportunity for friendly contact between schools.

The foregoing is simply meant to be suggestive. It is hoped that, to some extent, interest will be aroused and thinking stimulated along the lines of solving the problem outlined. A number of other inter-school activities already in use are doing much to overcome bad feeling between schools. However, most of us will admit there yet remains much to be done.

In some schools use has long since been made of at least a small part of the plan. In fact, personal experience in a similar, although much modified, plan prompted the writing of this article. However, regardless of plan, device, or scheme, we may well afford to try to develop a more thoroughly wholesome attitude toward other schools, and we shall succeed if we have a genuinely constructive attitude in those who try to develop it.

## SOUND EFFECT RECORDS

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# News Notes and Comments

For complete information on the Alcofax Educational Service, write Allied Youth, National Education Association Building, Washington, D.C.

## Detroit Schools Set Good Example

The classes of several Detroit elementary schools correlated their graduating exercises with war bonds and stamps campaigns. One class made its graduation day a "war stamp memorial day." Another class framed a war bond poster autographed by all the members and hung it in the school room to remind others to "buy a share in America." Still another donated its rings-and-pins fund to the American Red Cross.

## Free Air-Raid Bulletin

*Protection of School Children and School Property* is the title of a free bulletin issued by the Office of Civilian Defense, Washington, D.C. It's a manual on air-raid precautions, air-raid conduct, and special training and organization of school personnel.

## Instruction in Patriotism Mandatory in Minnesota

Patriotism must be taught in the schools of Minnesota. This is in accordance with a law enacted by the 1941 legislature.

## Notice to Schools in Rural Areas

*Back to the Farm*, by Merline H. Shumway, is a three-act play particularly suitable to farming communities. It possesses the following attractive features: strong appeal for rural education, fascinating plot and clever lines, abundance of both humor and pathos, attractive parts for all the cast, easy costumes and settings, no royalty charge, and copies at nominal cost. Its cast consists of six boys and four girls. Price 25c per copy, eleven copies for \$2.50. Order from School Activities, 1515 Lane Street, Topeka, Kansas.

For the last twelve years the National W.C.T.U. has offered prizes for original manuscripts suitable for use in speech contests. Some years the offer has been for orations only, and some years for stories or poems, as well as orations, on a theme which presented total abstinence in one form or another. The awards for 1942 are: Senior—first prize, Ruth E. Campbell, Chicago, Illinois; second prize, Ray M. Kennedy, Louisville, Kentucky; Junior—first prize, George C. Alborn, Antigo, Wisconsin; second prize—Pearl Holloway, Fremont, Nebraska.

Any inquiries in regard to the contest should include postage and be addressed to: Ada Mohn-Landis Contest, National W.C.T.U., Evanston, Illinois.

The Consultative Committee on Secondary Education of the Federal Security Agency has released its first report on "Secondary Schools and the War Effort." Copies of this report may be secured by addressing the U.S. Office of Education, Washington, D.C.

## Special Offer of Back Numbers of *School Activities*

Several hundred miscellaneous copies of *School Activities* are being wrapped in packages of 27—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

At the annual meeting of the National Self Government Committee held Wednesday, May 6, 1942 at the City Club, 55 West 44 Street, New York City, Richard Welling was re-elected chairman. Lyman Beecher Stowe, author and lecturer, was re-elected Vice-Chairman and Miss Sophia Pollack, an active member of Local School Board No. 27, Secretary-Treasurer.

Mr. Welling, a former Municipal Civil Service Commissioner, is also President of the Civil Service Reform Association, a director of the Philharmonic-Symphony Society, and one of the founders of the New York City Club.

Former Governor Alfred E. Smith, Charles C. Burlingham, John Dewey, and Mrs. Walter Damrosch are among the members of the National Self Government Committee's Associate Council.

Junior Red Cross members in schools from coast to coast are being organized into a production program for the making of emergency stretchers, emergency traction splints, and other first-aid equipment.

## Illegal Copying of Music

The illegal copying and arranging of copyright music in schools, colleges, universities, conservatories, and by private teachers is increasing, according to information received over a period of time by the National Music Council. This practice is in direct violation of the Copyright Act, which gives the copyright owner the sole right to print, sell, arrange, and adapt his works. Copyright music for orchestras, bands, and choral groups is also being illegally copied.

It has been suggested that the persons responsible for these infringements are in many cases ignorant of the fact that they are violating the law. Many of them may be under the impression that, so long as the copies of copyright compositions are not actually offered for public sale, they have the right to make such copies and use them. This is not the case. The Copyright Act provides for minimum damages of not less than \$250 for each such infringement of copyright.

"Justice Holmes and the Student Council," by Carl Bode, is an excellent article which appeared in the May number of *High School Journal*.

### 'Good, Kind Manners' Pays Yearly Dividends

The "kind, good manners" of Mashpee (Mass.) school children have been rewarded again with cash—because one of them once refused money for a favor.

Samuel T. Davis of Boston was passing through this old Indian town on Cape Cod two decades ago when his hat blew off. A little boy retrieved it and when the man offered him a dime the youth replied:

"My mother taught me never to accept money for any favor."

Davis died about twelve years ago and his will directed that annual prizes be awarded Mashpee school children who displayed "kind, good manners."

### Students Set Expense Limit on Dates

Members of the Mercury H-Y club of Appleton (Wisconsin) high school have originated a three-point plan to "tax" dates costing more than 50 cents.

The boys called a "jam session for democracy" in which they outlined their program. They decided to promote 50-cent dates among high school students in wartime and thus decrease spending on nonessentials, increase the popularity of having fun without spending money and promote the sale of defense stamps. The idea arose when talk turned to their efforts toward the war and the high cost of dates.

### Going to Hold a Carnival?

*How to Plan and Carry Out a School Carnival*, by C. R. VanNice, supplies the plans and anticipates the problems of a school carnival. Price 50c. Order from *School Activities*, 1515 Lane Street, Topeka, Kansas.

### American Education Week, November 8-14

"Education for Free Men" has been announced as this year's theme of American Education

Week, the observance of which is sponsored cooperatively by the NEA, the American Legion, the U.S. Office of Education, and the National Congress of Parents and Teachers.

The program for the past year comprises the following topics, one for each day beginning Sunday, November 8: "Renewing Our Faith," "Serving Wartime Needs," "Building Strong Bodies," "Developing Loyal Citizens," "Cultivating Knowledge and Skills," "Establishing Sturdy Character," and "Strengthening Morale for Victory."

Suggestions for carrying out the program may be obtained, as in former years, from the headquarters of the NEA, 1201 Sixteenth Street, NW, Washington, D.C.

### Code for National Anthem Drawn by Music Educators

In view of the present importance of our National Anthem in public gatherings of all kinds, the importance of its use under proper circumstances, and the necessity of according it proper respect, a committee of the Music Educators National Conference, a department of the NEA, has drafted a Code for its use. The text is printed below so that schools may be advised of the courtesies which should be accorded the anthem.

1. The National Anthem will be presented only in situations, programs, and ceremonies where its message can be effectively projected.

2. Since the message of the music is greatly heightened by the text, it is of paramount importance that emphasis be placed upon the singing of the National Anthem.

3. The leader will address himself to those assembled, as an invitation for their participation. If announcement of the National Anthem is necessary, it will be stated as follows: "We shall now sing our National Anthem," or "So-and-so will lead you in singing our National Anthem."

4. On all occasions, in singing the National Anthem, the audience will stand facing the flag or the leader in an attitude of respectful attention. Outdoors, the men will remove hats.

5. Musicians playing the National Anthem in an orchestra or band will stand when convenient to do so.

6. Our National Anthem is customarily sung at the opening of any program, but special circumstances may warrant the placing of it elsewhere.

7. If only a single stanza of the National Anthem is sung, the first will be used.

8. In publishing the National Anthem, the melody and harmony and syllable division of the Service Version of 1918 will be used. In publishing for vocal groups, the voice-parts of the Service Version will remain unchanged.

9. It is inappropriate to make or to use sophisticated "concert" versions of the National Anthem.

10. (a) For usual mass singing of adults and for band or instrumental performances, the key of A-Flat will be used. (b) For treble voices the key of B-Flat may be used.

11. If an instrumental introduction is used, the last two measures are most appropriate.

12. When the National Anthem is sung unaccompanied, care should be taken to establish the correct pitch.

13. The National Anthem should be sung at a moderate rate of speed. The metronome indication in the Service Version is  $\frac{1}{4}$  note—104, for the verse and  $\frac{1}{4}$  note—96 for the chorus.

14. The slighting of note values in the playing or singing of *The Star Spangled Banner* will seriously impair the beauty and effectiveness of both the music and the lyric. Conductors should painstakingly rehearse both instrumental and vocal groups in the meticulous observance of correct note values.

The Winfield (Kansas) Educational Clinic will be held October 1, 2, and 3—with Thursday, October 1, given over to demonstrations of teaching in the Latin American field. Thursday night there will be a lecture on the Hispanic American subject. Friday will be given to special Clinic divisions, and Friday night Walter Myer will speak. Saturday morning will finish with the traditional Clinic divisions. The Clinic this year will be sponsored by the United States Office of Education, the State Department

of Education of Kansas, and the Kansas State Teachers Association. It will feature the inter-American program. It is expected the leaders in all those schools participating in the program will be present to consult with Dr. L. S. Tireman, field representative, who will represent the Office of Education at the Clinic.

### An Activities Calendar Free to Schools

An activities calendar—artistic, convenient, and comprehensive—is being offered to schools with the compliments of the Teachers' Service Bureau, 6643 Delmar, St. Louis, Missouri. This is a wall poster providing a space to write in the major event of each day of the school year—with the unique feature of three extra spaces for each Friday, when there is most apt to be more than one such event.

### Central States Student Council Program

15th Annual Meeting of Federation of Student Councils of the Central States

Hickman High School, Columbia, Missouri

Dates October 23 and 24, 1942

Theme: "Leadership in a Democracy"

Friday morning, October 23

Assembly program—10:20 a.m.

Address: "The Role of the Student Council in a Democracy. Dr. Clifford E. Erickson, Northwestern University.

## DRAMATICS---A Dividend Paying Activity

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Price 50 cents each

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6m. 7w. Comedy.

Price 50 cents each

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6m. 6w. Comedy-Drama.

Price 50 cents each

#### PATRIOTIC Material

#### THE LITTLE PATRIOT

1-act for 2 boys, 4 girls.

Price 35 cents each

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1-act for 3 boys, 5 girls.

Price 35 cents each

#### SPIRIT OF AMERICA

Pageant. Price 35 cents ea

#### GOOD NEIGHBOR PLAYS

Collection of short plays for young folks.

Price 60 cents

#### THE LIBERTY

#### COLLECTION

A good book of pageants, plays, drills, etc. For all ages.

Price 60 cents

#### One-Act Plays

#### SUNSETS FOR SALE

2m. 4w.

Price 35 cents each

#### FATHER'S VACATION

3m. 5w.

Price 35 cents each

#### PARK BENCH

2m. 1w.

Price 35 cents each

#### RISING FLOOD

1-act drama. 3m. 3w.

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#### TO JENNY—WITH LOVE

1-act romantic comedy, for

4m. 4w.

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## ELDRIDGE ENTERTAINMENT HOUSE

FRANKLIN, OHIO and  
DENVER, COLORADO



State Meetings—11:30 a.m.  
Luncheon at Christian College

Friday Afternoon

- 2:30—Student Discussion Groups  
2:30—Sponsors Meeting  
Dr. Clifford Erickson, Leader  
4:30—Tour Christian College, Stephens College,  
and the University of Missouri  
6:30—Vespers, Dinner and Dance at Stephens  
College, Courtesy Stephens College

Saturday, October 24

- 9:30—Speaker, Dr. Fred McKinney, Psychologist  
in the Student Health Service, University of  
Missouri and author of *Psychology of Personal  
Adjustment*, John Urley and Sons, 1941.

10:00—Information Please

The following panel will answer questions on  
student participation. (No speeches.)

Miss Louise Barthold, Founder of Student  
Council Federation of the Central States.

Dr. Clifford Erickson, Northwestern Univer-  
sity. Co-author of *Guidance in the Secondary  
School*, D. Appleton-Century Company, 1939.  
Dr. Erickson has appeared before the Illinois  
State Student Council Associations at three of  
their conventions.

Dr. C. E. Germane, University of Missouri, co-  
author *Personnel Work in the High School*,  
Silver Burdett, 1941.

Dr. Merle Prunty, Director of Extra-Class  
Activities, Stephens College.

- 10:45—Business Meeting  
11:45—Conference Summary  
11:30—Adjournment

Saturday Afternoon, October 24

Football game, University of Missouri vs. Iowa  
State.

Each school is asked to bring material for an  
exhibit. We need handbooks, newspapers,  
yearbooks, assembly programs, posters, com-  
mencement pageants, club activities, etc.

Schools with photographs suitable for repro-  
duction on *School Activities* covers are invited  
to send them in for that purpose.

We have advanced far enough to say that de-  
mocracy is a way of life. We have yet to realize  
that it is a way of personal life and one which  
provides a moral standard for personal conduct.  
—John Dewey.



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# How We Do It

C. E. ERICKSON, *Department Editor*

## Raising of the Flag at Central High

CALLA E. VARNER, *Principal*  
Central High School  
St. Joseph, Missouri

The bell for Central High School rings at 8:25. Students must be in their home rooms at 8:30. A tardy bell which marks this time is a signal for the bugler who stands in the lower hall. The bugle call given at this time is a signal for the raising of the flag outside of the building, and likewise for everyone in the building, no matter where he is, to stand at attention.

Simultaneously with the raising of the flag, a thought for the day is given by the student president over the public address system. When the flag is flying and the thought for the day completed, another bugle call is given at which signal our regular work is begun. The thought for the day is always a patriotic sentiment such as: "School children today—successful men and women tomorrow—because our

### AMERICAN WAY

provides a useful education for all." We have had many congratulatory comments on our observance of this ceremonial.

## Developing Pep Leaders in a Democratic Way

LESLIE A. STOVALL  
Cedar Grove High School  
Cedar Grove, Wisconsin

A general announcement is made early in the school year for all people who are interested in becoming members of the pep squad to meet with the faculty adviser. At this first meeting the advisor, who in this case is the athletic coach, in an informal discussion tries to determine the reasons why they want to belong and what their attitudes are in regard to their relationship with the school and the athletic teams. Out of this discussion we hope to develop the attitudes that students can be of great help in fostering school morale and team spirit, and be "good will" representatives of the school.

According to our plan, there are three stages in the developing of leaders—apprentice year; varsity year; organization and management year.

The apprentice is that person who has never taken part in this particular activity. During his apprenticeship he learns how to lead yells and work with the other leaders, handle special activities such as posters, decorations, and other things decided upon by the squad.

The varsity member is that person who represents the school before assemblies and at games. He is the one on the firing line. At the successful completion of this year a school letter is awarded him.

The organization and management group are those who have charge of organizing the squad and the managing of its activities for the year. They plan each program and see that squad members practice faithfully. With the help of the advisor they determine the length of their separate programs and decide upon what they shall try to accomplish.

The first pep squad activity of the year is the making up of a pep booklet containing the best yells and the school song. This booklet is compiled from a master booklet which is made up during the previous year, in which ineffective yells are eliminated and new ideas incorporated. A copy of this is given to each student in the school.

The managers meet with the advisor on Monday morning before school and discuss the previous week's work. They give consideration to reactions that may come from anyone regarding their work. On Wednesday they have a creative session in which everyone on the squad participates. This session is completed when they have planned the program for the next event. They have no supervision by the advisor during this session. Next, they submit their program to the advisor so that he can give any suggestions he might have. Then those who are actually going to participate in the program practice it several times. This is the general procedure they have worked out for themselves.

No one is eliminated from the squad unless he shows evidence of very poor academic work, lack of cooperation, indifference, or inability to learn the yells. Very seldom is anyone eliminated during the apprentice year, and then only if he shows evidence of indifference to his regular school work. The squad believes that if a boy must be scholastically eligible to compete on a team, the rule should also apply to members of the pep squad. It is possible to be an apprentice for four years, so long as the person is interested in being a member of the squad, gets enjoyment in doing the work, and regulates himself by the standards set up by the squad.

Near the close of the school year the advisor meets with the members responsible for the organization and management, at which time they evaluate the entire year's work. Then the entire squad meets and the evaluation is presented in an impersonal manner.

We feel that this type of organization and activity is of value to the students because:

1. They become members because they are interested and stay with the squad as long as their interest lasts.
2. They are not under autocratic control of the advisor.
3. They are recognized on ability and adaptability rather than on popularity.

4. They practice good sportsmanship.
5. They become considerate of others.
6. They create their own yells.
7. They accept and execute their responsibilities.
8. They feel they "belong" because there is something for each one to do.
9. They take pride in doing a good job.
10. They practice democracy and each individual is judged on his true worth to the squad.

### An International Relations Club Serves a Purpose

DONALD L. SIMON, *Principal  
Bloomington High School  
Bloomington, Indiana*

"With our country engaged in a great conflict to preserve the four freedoms, we Americans are realizing more and more the great blessing of living in a land where democracy still prevails."

Thus, Charles Homann opened the panel discussion of the International Relations Club before the student body of the Bloomington, Indiana, High School. Eleven members of the club were seated on the stage behind tables and in front of flags representing the United Nations. The assembly program was prepared for the purpose of presenting arguments for and against Clarence Streit's proposal for "Union Now with Great Britain."

Bob Hedrick explained: "This union shall have a constitution with the same fundamental aims as the present American Constitution." Keith Hazel presented the advantages of such a union. Katie Fox interrupted: "Nations are not yet prepared to throw down their national sovereignty and assume the role of sister states."

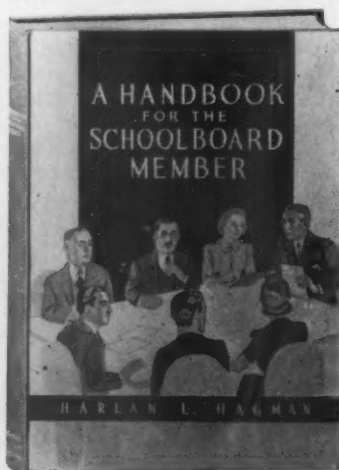
Students were eager to put questions. Peggy Gross asked: "How will the formation of a 'Union Now' help win the war?" Dick Mundy from the audience inquired: "Would the British people be willing to give up their king in order to join such a union?" From another part of the room came the question: "Would England want to join in a union dominated by the United States?"

Barbara Nelle Johnson stated that, in her opinion, leaving out Russia would doom the plan to failure. Sara Krebs explained that Great Britain and the United States would constitute the union only in its beginning, that eventually all democratic countries would come into such a federation.

"I don't believe some countries would be content to disarm," Helen Douthitt said. "We'll have to establish a police force for the union," Doris Craig asserted. "Only in this way will the plan succeed."

"We don't want the plan," said Kitty Lee Brown, "because it'll lower our standard of living." Lois McGee was quick to respond that it wouldn't lower the standard of living, claiming

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that free trade between the nations of the union would make it possible for all to have more for less money.

And so the discussion continued until the end of the assembly period.

The International Relations Club, under the sponsorship of Miss Lydia Ferger, acting head of the Department of Social Studies, is an organization fulfilling a worthy place in the Bloomington High School. Its membership is composed of serious-minded students who are interested in the study of other peoples and their problems so that they might have a more friendly attitude toward other nations.

The success of the club's presentation of the discussion of this vital problem before 1,600 students of our high school caused it to receive invitations to appear before two of the service clubs in the city. As a result the local newspapers gave complete accounts of the discussion. Many of the members of the service clubs stated that this program was the best they had had in months.

High school youth are vitally concerned about the problems of this world. They are really beginning to think about the post-war period and the part they are to play. They realize that we won the last war and lost the peace. Their interest in a discussion of one proposal to eliminate war gives some indication of their expectation that our present leaders will not let us down in the present world crisis. They have hope that out of it all will emerge a better world.

## Defense in Our School

**RICHARD HOUSEMAN, Superintendent**  
*Edmore Rural Agricultural School*  
*Edmore, Michigan*

The student body of the Edmore Rural Agricultural School, enrollment 330, grades K-12, employing 13 teachers, felt the need of doing something actively to support the war efforts of the United Nations, but had no organization to carry out such a procedure.

After preliminary plans had been discussed in a special faculty meeting a general assembly was called, and the problem of the development of such an organization was given over to the student body. After the need for such an activity had been presented the problem was thrown open for discussion. After fifteen minutes of discussion from the floor, it was decided by members of the student body to go to their respective home rooms and elect two members from each home room to meet together with the superintendent and principal to develop an organization. The students were to discuss possible means of organization in the home rooms, and present those ideas at the representative meeting to be held the next day.

When this meeting took place, a leader was chosen by the representatives. Several suggestions were discussed and voted upon, and finally

the plan to organize on a military basis was chosen.

A commander in chief was to be elected from the student body at large, and four committees were to be elected—one to sponsor the sale of defense bonds and stamps, one to take charge of the collection and sale of waste paper, one to collect waste metal, and one to take charge of air raid drills and first aid in the school. Each committee or regiment was to have a captain, and a lieutenant elected from each home room. Each captain had the power to ask for volunteers to serve as privates, or if volunteers were lacking, the power to draft them into the regiment. It turned out that volunteers were plentiful, and so drafting was not resorted to.

If any elected officer, volunteer or draftee failed to perform his duties, he, or she, became liable to court-martial and dishonorable discharge from the council. For the purpose of a court-martial seven members of the defense council were to be elected to serve as a military court, and to decide upon the course of action after all the available facts of a case had been discussed and the accused person had a chance to defend himself.

Through the efforts of the council approximately twenty tons of waste paper and scrap metal were collected, air raid drills were fully organized and carried out regularly, and a first aid program was organized under a qualified faculty member. Students sold stamps and bonds to the amount of nearly three thousand dollars.

It is the ambition of this school to grow a fully organized student-teacher council. This defense council can serve as an opening wedge, and the functions can be extended until many more school activities come under cooperative student-teacher control.

## How We Teach "Personality" In the Home Room

**MILDRED FULTON**  
*Hogg Junior High*  
*Houston, Texas*

In my ninth grade home room we teach "Growth in Personality" by having the program chairman distribute typewritten slips. Each member draws a slip, reads it, and describes the kind of person suggested. Among the slips are these: Pollyanna, Dr. Jekyll and Mr. Hyde, "clinging vine," "he-man," Baron Munchausen, Sir Galahad, "snake-in-the-grass," "heel," Quisling, etc. When all have drawn and explained their slips, the chairman says:

"We are fortunate that we do not have to draw our own personality. In fact, we can change our personalities from time to time. If we see ourselves as an undesirable person without friends, we can develop into a more pleasing personality."

Short talks about the meaning of personality and the factors concerned in the total make-up

of an individual follow. One of these talks includes the interesting and enlightening article, "The Art of Opening a Conversation," condensed in the *Reader's Digest* from "Hohenzollerns in America" by Stephen Leacock (1919, Dodd, Mead & Co., Inc., Fourth Ave., N.Y.C.)

### A "Says Who" Club

R. E. NICHOL, *High School Principal*  
Yankton, South Dakota

The students at Yankton High School, Yankton, South Dakota, decided that there were too many wild rumors being circulated concerning the war activities so they decided to call for proof of statements. It was suggested by the principal that a "Says Who?" club be formed by the student council. This was done and a large number of students agreed to live up to the following regulations: We agree not to repeat statements, rumors, reports, etc., unless we have proof as to their reliability. Sources considered reliable are radio, newspapers, magazines, books, and first hand information. Unreliable sources: "They say . . . Did you hear? . . . A fellow told me . . . My aunt's cousin told her." We agree that we will not take offense when someone asks "Says who?" after we have made statements, but will try to furnish proper authority for our remarks.

Since the inauguration of this plan, students have gotten a good deal of fun out of it, and advisers have noticed a more questioning attitude on the part of students. Rumors do not get very far and everyone is more careful in his statements.

### Financing Extra-Curricular Activities

(Continued from page 18)

for the succeeding year should be prepared and approved before the close of each school term.

A thorough internal auditing system should be installed in the treasurer's office of every school. The teacher of bookkeeping should be put in charge and given students to assist with the work. These students should check each entry against each receipt and disbursement voucher, being careful to see that the proper amount is entered and the correct amount charged in each case. This procedure will result in a minimum of errors.

The treasurer should insist that an outside audit be made either by a public accountant, or by one furnished by the board of education. If he insists upon this, he will then be subject to no criticism regarding his honesty, the manner in which he keeps books, or the method of conducting the business of his office.

The board of education bears a larger percentage of the cost of extra-curricular activities than is usually recognized. They furnish equipment, fields, gymnasium, heat, light, service, and supervision. With the addition of music and physical education to the curriculum, there is a trend toward increased expenditures by school boards

for activity programs. Another source of income is the public gate receipts, which should be part of the function of the central office<sup>14</sup>.

Various plans are used in high school for raising funds. Many of them are not a credit to any institution. For example, the selling of advertising that is worthless is education in deceit.

Of the many available means for financing, the most satisfactory plan to date is the student activity ticket. Usually it is introduced into the school after an educational campaign to show the advantages, merit, and adaptability of the scheme. It is designed to charge the pupil and teachers a single fee each semester for admittance to all activity functions. The cost varies according to the number of functions and the school enrollment.

With the adoption of this plan, provision should be made for the purchase of the activity ticket on the installment plan, with full admission privileges when payments are up to date. Some schools have found it advisable to issue new tickets, of a different color, each week, thus avoiding the loss of a season ticket by a pupil. New pupils may begin buying tickets upon enrollment. Late comers may purchase from the central office<sup>15</sup>.

These tickets should be numbered serially, and the records filed in the activity office. The financial committee should prepare, post, and supply each pupil with an activity calendar. This committee should allot the funds, after all bills are paid, to the various activities in some planned fashion. Such a scheme aids constructive long-term planning in the development of the whole school plan.

The statements of this article are of necessity general in character, with the idea of acquainting interested persons with the nature of the problem. They, in turn, may apply the principles to their specific school situations.

<sup>14</sup>Fretwell, E. K., Ibid. p. 455.

<sup>15</sup>Fretwell, E. K., Ibid. p. 458.

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# Something to Do

C. C. HARVEY, *Department Editor*

## GIVE STUDENTS A CHANCE TO HELP PROMOTE WARTIME ACTIVITIES

High school boys and girls want action. For all adolescents and especially for those who are demoralized, frustrated, depressed, or complacent over present conditions, cooperative action to achieve definite goals and ideals is the best program. Let students study the situation and problems caused by the war, and then let them decide what activities they can engage in which will be most helpful to the war efforts of the local community and the entire nation.

During the current school year government agencies and professional and civic organizations will call upon teachers and students to perform many new duties connected with wartime activities. Repeated suggestion will be made in regard to projects which can be carried on to help during the emergency. Give students a chance to engage in the activities which are thought to be most useful, and to plan other projects in the community which are timely and important. If given the opportunity, students will find many more things to do than salvaging paper, rubber, and metals, working on farms, helping in civilian defense organizations, making Red Cross supplies, repairing machinery, buying defense stamps, taking first aid courses, and singing patriotic songs. In the allied activity program, the schools have an organization already adapted to the task of building morale and giving students a part in promoting the welfare of the nation.

## KEEP POSTED ON PROGRAMS OF NATIONAL ASSOCIATIONS

Specific activities suitable for various high school organizations this year are suggested in the programs of national school associations. It will be profitable to write to these groups and get copies of their 1942-43 programs and requirements for membership. In connection with the regular service such organizations give member-schools, during the current school year they will offer frequent helps which are related to wartime activities of schools, and serve as a clearing-house for ideas in their particular fields.

Addresses of some of these organizations are: National Association of Student Councils, Fall River, Mass.; National Honor Society, 5935 Kimbark Ave., Chicago, Ill.; Future Farmers of America, U. S. Office of Education, Washington, D.C.; National Forensic League, Ripon College, Ripon, Wis.; Hi-Y Department, Y.M.C.A., 547 Madison Ave., New York, N.Y.; Girl Reserves Department, Y.W.C.A., 600 Lexington Ave., New York, N.Y.; National Scholastic Press Association, University of Minnesota, Minneapolis,

Minn.; Quill and Scroll Society, School of Journalism, Northwestern University, Chicago, Ill.; and Columbia Scholastic Press Association, Columbia University, New York, N.Y.

## ORGANIZE NYA STUDENTS AS A SERVICE CLUB

Try organizing the NYA students in the high school into a service club and giving them a part in planning their work-experience projects. In an Illinois high school last September, when the students whose applications to work on NYA projects had been approved met to receive instructions, a member of the group asked: "Why don't we have an organization of NYA students?" The idea was approved and officers were elected for the "NYA Service Club." Meetings were held each week at which problems were discussed and students helped plan projects which were beneficial both to the school and to the student workers.

You will find that such an organization is not only a means of giving students a part in planning the work experiences which are most beneficial to them, but that it will build morale and enthusiasm in the group. After applications for NYA workers have been approved, call a meeting under the direction of the supervisor and let the students form their organization and write a constitution. Some of the aims of the organization might be: (1) To work for greater appreciation of America and the American way of life. (2) To learn to plan and cooperate by working with the faculty and administration in developing NYA projects. (3) To learn to assume responsibility. (4) To develop good habits of work. (5) To value the dignity of work. Germany had a youth movement which has helped its war program very much indeed. The NYA could very easily be turned into a youth movement for America which could not only aid the war effort but do many other worthwhile things as well.

## STUDY THE RELATIONSHIP OF PROPER DIET TO HEALTH

In wartime, health, safety, and thrift "consciousness" is the order of the day. An appropriate project at the present time for a home economics, future homemakers, or 4-H Club is to study the relation of food to health.

Let the group which undertakes this project make a thorough study of economy in the planning and purchase of food for a well-balanced diet, and its relation to health and efficiency. Various groups might investigate the different aspects of the planning of meals which are healthful and economical. One group might



visit hospitals, clinics, nurseries, and other public institutions to gather information on the scientific aspect of the problem. Another group might visit markets to familiarize themselves with the quality and price of food products. After the investigation is complete and the results have been checked, have representatives of the club make reports before classes and other groups to acquaint other students with the importance of food in relation to health, the part food plays in wartime, and what can be done to build health and promote the welfare and society of the nation through economical and scientific planning of diet.

After the project has been carried out in the school, an Open House Day might be held to acquaint the community with the investigation. The girls might prepare a model meal, print and distribute menus showing a well-balanced diet, etc. If the project is a success, extend it to include a study of clothing in relation to health.

#### SEND SCHOOL NEWSPAPER TO GRADS IN SERVICE

Put the graduates and former students of your high school, who are now in the armed forces, on the complimentary mailing list of your school newspaper.

The response of these boys will be heartwarming. Letters of appreciation and thanks

will be received from various places where the former students are located. Such letters are chuck full of human interest, and many of them will be appropriate to be published in the paper. By sending the paper to the former students and graduates, the school is helping to build morale, both among the boys in the armed forces and in the home community where their letters of response are received. The letters of appreciation which the school will receive from the boys are reward enough for the small extra expenditure of the time and money involved.—MILDRED E. RALSTON, *adviser of the Yellowjacket, school newspaper of Freeport (Pa.) High School.*

#### HAVE PANEL DISCUSSIONS ON YOUTH PROBLEMS

Plan a series of panel discussions on youth problems for assembly programs. Select groups of about eight students each to discuss topics which are of special concern to youth at the present time. An alert and skillful teacher or student may be selected to head the panel and direct the discussions. After the members of the panel have presented the various aspects of a problem, let the audience of students participate in the discussion. Whenever possible relate the discussions to problems in the community and the interests of students.

The American Youth Commission, 744 Jackson Place, Washington, D.C., has published its final

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report. This volume, entitled *Youth and the Future*, is the best source of information on contemporary youth problems in America. It is accompanied by a guidebook for use in group study and discussion. A series of discussions lasting throughout the entire year could be based on the material contained in this report. However, it is important that a discussion of youth problems give attention to those of the local community as well as those which are characteristic of the entire nation.

#### PLAN A HISTORICAL EXHIBIT IN YOUR COMMUNITY

To arouse the interest of parents in the work of the school and to create community spirit, sponsor a local historical exhibit. This may be made a project by itself, or it may be planned in connection with a program made up of a short play, musical numbers, or contests. Some of the things which may be included in the exhibit are: Pictures of old buildings, pictures showing the different local industries and how they developed; books and newspapers with accounts of important community, state, and national events of the early days; displays of different kinds of money no longer in use; old clothes which may be costumes worn by former citizens, either local or from other nations; a display of old silverware, pottery, weapons, farm implements; and any other objects or materials of historical interest which may be found in the community.

Make this project the first of a series of activities to encourage appreciation of your community. Other projects might include the writing of the history of the community, a community survey, or the participation of students in more community civic activities.—UNIVERSITY OF WYOMING CURRICULUM WORKSHOP, Dr. H. R. Meyering, Supervisor.

#### WELCOME FRESHMEN AND SOPHOMORES WITH A PARTY

If there is "class" distinction in your high school, it certainly is not a modern institution. Nowadays the old attitude of contempt and dislike of the upper-classmen for the freshmen and sophomores is no longer a demon of high school life. But in many high schools, the activities are monopolized by members of the junior and senior classes. Most of the traditional social events are held in their honor, and they take the initiative in assemblies, athletics, school newspaper, student council, and dramatic events.

The freshmen and sophomores are often neglected. Consequently they develop a feeling of inferiority and insecurity. This situation can be remedied to some extent by the upperclassmen's planning a party in honor of the freshmen and sophomore classes. Such a party, even though it be a simple affair, will have a tendency to break down barriers and develop the "we" feeling which is essential to school morale. A party of this kind will probably have more influence in creating good feeling among the groups if held

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early in the school year, perhaps about one month after the beginning of the term.

### AROUSE SCHOOL SPIRIT WITH A "SNAKE DANCE"

A so-called "snake dance" is an excellent means of arousing interest and school spirit for some outstanding event in school activities. It is also a good way to advertise an event such as a "home-coming" game or school carnival.

The following are some suggestions for planning a snake dance: On the evening before the event to be held, let the students assemble in a field or park near the school house. Build a big bonfire, let the school cheer leaders conduct practice in school songs and yells, and then have students and teachers form a line by holding hands. Have a teacher or student leader take the head of the line holding a torch and leading the dance. Everyone follows the leader holding hands in single file as he leads the dance around buildings, down streets, over porches, across yards, all the while singing the school songs, giving the school yells, ringing doorbells and cow bells, and making a lot of noise. Stop at various places in the town and give yells and sing songs. While the dance is in progress, the line winds around and around and forms a kind of crooked affair resembling a snake. After the town has been paraded, go back to the bonfire, sing songs and practice yells until time to go home. If carefully planned and supervised, a

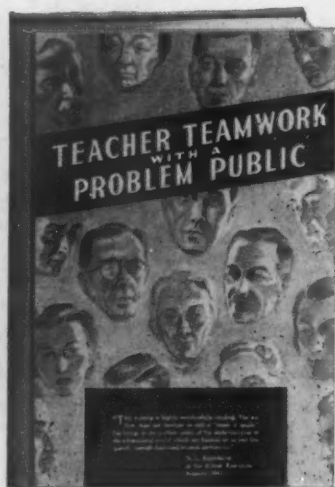
snake dance is a very successful event, especially for small high schools.—STEVE MAKUH, U. S. Navy, former teacher and coach, Tamms (Ill.) Community High School.

### MAKE A SPECIAL BULLETIN BOARD FOR ACTIVITIES

One way in which the student council can help to coordinate the activity program of the school is to have a special bulletin board which is reserved exclusively for announcements and information about extra-curricular affairs. With the cooperation of the principal, the council might get the industrial arts classes to make a bulletin-board particularly suited to its purpose.

Place this special bulletin-board in some conspicuous and appropriate place where it will be seen every day by all students. Place on it announcements about athletic contests, group meetings, club programs, communications from national organizations, rules to be observed, etc. It should also include information in regard to eligibility for certain activities, the school activity point system, and a calendar of school events. Each day or week put on the board announcements of interest relating to extra-curricular activities. It will help to keep the program before the eyes of students, arouse interest, and all persons in the school will come to depend upon it as a means of keeping up with what is going on in the school.

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## (Continued from page 21)

7. All requisitions (Fig. 1) to the central treasurer are made on special mimeographed forms provided for that purpose. These are made in duplicate—with one copy being presented to the chief bookkeeper, who checks the balance credited to the organization and records the expenditure against said organization. He

This plan was initiated through faculty meetings, a council meeting, and finally through a student assembly. All groups had an opportunity to offer suggestions and to make revisions in the original plan.

All forms, except checks, used in accounting were made by students. One NYA student cut the stencils and did the mimeographing; one student made the binder for the ledger in the industrial arts shop; another, with the aid of the chief bookkeeper, ruled off the ledger sheets from simple sheets of accounting paper; others

[illegible]

or she then initials the requisition and sends it on to the treasurer. These requisitions are signed by the sponsor and duly authorized student representative of the organization. When a requisition is presented to the central treasurer, he writes the check for the amount requested and has it countersigned by the president of the student council. All checks must be signed by these two officers. Neither pupils nor sponsors handle cash in making payments.

The accounts are audited during the first semester by a pupil-teacher auditing committee appointed by the principal and student council; at the end of the second semester they are audited through the superintendent's office. Our experience has been that pupils take a great interest in the financing of their activities and have a wholesome attitude toward sharing their responsibility in supporting all activities of the school.

● **YOUTH MUST FLY**, by E. F. McDonald, Jr.  
Published by Harper & Brothers, 1942. 221  
pages.

This book is the outgrowth of the hobby of an adventuresome man, now president of Zenith Radio Corporation. With numerous illustrations to aid his text material, this author has produced a book that will appeal to boys. His chief purpose is to make clear how gliding and soaring is a valuable and inexpensive method of preliminary training for young men who are to become aviators. He accomplishes his purpose well.

● **THE PICNIC BOOK**, by Clark L. Fredrickson. Published by A. S. Barnes and Company, 1942. 128 pages.

Preparation; The Program; Outings in Rural Communities; Games, Stunts, Contests; Special Occasions Out of Doors; Food and Its Preparation; Fires and Fireplaces; and Picnic and Outing Service. The book is illustrated with line drawings.

● **PUBLIC SCHOOL BROADCASTING TO THE CLASSROOM**, by Carrol Atkinson. Published by Meador Publishing Company, 1942. 144 pages.

This book gives a report on the educational programs of more than thirty broadcasting stations. Through reference to this book, teachers will be able to learn what is offered by near-by stations for use in their classrooms. The author evaluates the various radio features that are broadcast at times convenient for school use. He also gives helpful advice and criticism on the uses that can be made of the radio in the classroom.

● **COMPETITIVE SWIMMING AND DIVING**, by David A. Armbruster. Published by C. V. Mosby Company, 1942. 301 pages.

Beginning coaches and beginning competitors in competitive swimming and diving have at last a textbook for their information and guidance. This author treats the subject clearly and completely. In eleven chapters he gives advice and instructions on as many phases of the subject covered. His discussions are technical, but his thoughts are meaningful and interesting to those persons who enjoy this type of water sport.

● **JOBS FOR TODAY'S YOUTH**, by T. Otto Nall and Bert H. Davis. Published by Association Press, 1941. 168 pages.

This is a book of timely sketches of young people at work. The authors have described the vocational opportunities in each of nine broad occupational fields. Readers will find the book interesting and full of practical advice to the young person who wants vocational counsel. Vocational opportunities in a democracy call for such a book as this.

## Comedy Cues

### RIDING ALONG TOGETHER

Cavalry Recruit: "Sergeant, pick me out a nice gentle horse."

Sergeant: "Have you ever ridden a horse before?"

Recruit: "No."

Sergeant: "Ah, here's just the animal for you. Never been ridden before. You can both start together."—*Texas Outlook*.

### NO, BUT ITS LOUD

"You don't make very good music with that instrument," said a bystander to Willie Schultz, as his Pumpkin Center Band ceased to play.

"No," the truthful bass drummer admitted, "I know I don't, but I drown a heap of bad music."—*Roch-High-Nooz*.

A professor, famous for absent-mindedness, once met an old friend in the street and stopped to talk with him. When about to separate, the professor's face suddenly assumed a puzzled expression.

"Tom," he said, "when we met, was I going up or down the street?"

"Down," replied Tom.

The professor's face cleared. "It's all right, then. I had been to lunch."

### SIMPLE METHOD

Mrs. O'Dooley had twins. They were very like each other; in fact, to the casual observer they were identical.

"Faith, Mrs. O'Dooley," said a neighbor one day, "I can't make out how it is you can tell them apart!"

"Sure, and it's aisy enough," was the answer.

"Ye see, one has got his teeth and the other hasn't. So I sticks my finger into Pat's mouth, and if he bites I know it's Dennis!"—*Texas Outlook*.

### MODERN GENERATION

Little Girl: "Mummy, you know that vase you said had been handed down from generation to generation?"

Mummy: "Yes, dear?"

Little Girl: "Well, this generation has dropped it."

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